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Identifiers-*Manpower Development and Training Act Programs, MDTA Programs

This report, required by section 233 of the Manpower Development and Training Act, opens with the chapter, "Adapting to Economic Change," which comments on major program changes during 1967, all of which relate to increasing the proportion of hard-core unemployed in the program. The chapters, "The Range of Training," and "The Means of Training," discuss the variety of skills taught, educational offerings, supportive services, personnel developments, teaching methods and materials, and equipment and facilities for manpower training. "National Programs and Services" reviews programs for Redevelopment Area Residents and the increasing proportion of training being conducted under national contracts with employer, trade, or nonprofit groups. The manpower program's contribution to development of improved training methods and the institutional training aspects of experimental and demonstration projects are considered in "Innovations and Experiments." The final chapter is "Evaluating Training." Six recommendations concern (1) resources for effective training of the hard-core disadvantaged, (2) more stable funding, (3) improved staff resources, (4) placement services, (5) medical aid, and (6) extending the National Manpower Advisory Committee's functions. Statistical tables, the "Report of the Advisory Council on Vocational Education," and a list of national contractors are in the appendixes. (ET)

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education and training

Learning for jobs

1968 Report of The Secretary of
Health, Education, and Welfare
to the Congress on
the Manpower Development and Training Act

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Prior to April first of each year, the Secretary of Health, Education, and Welfare shall make an annual report to Congress. Such report shall contain an evaluation of the programs under Section 231, the need for continuing such programs, and recommendations for improvement. The reports shall also contain progress reports on the vocational training study which will be conducted under the supervision of the Secretary during 1966 and 1967.

Section 233,
Manpower Development and Training Act
of 1962 as amended

education and training

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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Learning for jobs

6th Annual Report
of the Department of
Health, Education, and Welfare
to the Congress on Training Activities
Under the Manpower Development and Training Act

U.S. Department of Health, Education, and Welfare
OE-87020-68
Wilbur J. Cohen, Acting Secretary

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THE SECRETARY OF HEALTH, EDUCATION, AND WELFARE
WASHINGTON

April 1, 1968.

Dear Sirs:

Transmitted herewith is the report to the Congress on training activities authorized under part B of title II of the Manpower Development and Training Act of 1962, as amended.

The report reviews progress during calendar year 1967, and discusses problems of management and direction which have arisen during the year. It offers recommendations aimed at meeting the need of unemployed and underemployed workers, which continue to be larger than present resources can accommodate, and at improving effectiveness of program operations.

Sincerely,

Wilbur J Cohen
Acting Secretary.

The President of the Senate.

The Speaker of the House.

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MDTA Program Summary Data, 1962-1967

	Total, 8-62 through 12-67	Institutional		OJT	
		8-62 through 12-67	Fiscal year 1967	8-62 through 12-67	Fiscal year 1967
Federal funds obligated	[1] $1,370,624,000	$1,106,243,000	$240,813,000	$239,902,000	$93,713,000
Training opportunities approved	[2] 1,175,100	706,800	132,300	414,000	152,700
Estimated trainee enrollment	907,400	669,500	176,500	237,900	109,900
Estimated trainee completions	503,200	382,000	109,000	121,200	54,500
Percent employed	79	76	73	89	88

[1] Includes $24,479,000 for "other than skill training."

[2] Includes 54,300 opportunities for "other than skill training."

SUMMARY AND RECOMMENDATIONS

SUMMARY

In 1967, the manpower training program prepared more people for new or better jobs than ever before, and an even larger proportion of these trainees had, prior to their training, been socially or economically handicapped in the job market.

The 1967 enrollment target was set at 250,000 trainees—125,000 in school training courses and 125,000 in on-the-job training. These figures were surpassed during the year; schools and other training institutions were approved for 132,300 trainees, and on-the-job training for 152,700. Actual enrollments in institutional training totaled 176,500 and in on-the-job training 109,900.

In fiscal year 1967, the cumulative enrollment since 1962 reached 907,400; institutional training accounted for 669,500 and on-the-job training for 237,900.

As directed by the President, the manpower training program in 1967 intensified its emphasis on service to disadvantaged trainees. Higher proportions than ever before of the trainees enrolled in institutional projects operated by the public school systems were handicapped by educational deficiencies, histories of unstable employment, poor earnings records, and an array of medical and family problems. For example, 62 percent of the institutional trainees in 1964 had been gainfully employed for 3 years or more, but in 1967 this percentage declined to 55 percent. In 1964, financial need made 64 percent of the institutional trainees eligible for training allowances. This year 83 percent were eligible; the increase was partly due to amendments which changed the eligibility criteria.

More trainees than ever before completed their training in 1967, and the proportion hired after training was also at an all-time high. Last year 136,000 trainees completed their manpower training courses; this year the number of completers increased to 163,500. The proportion of trainees leaving before completion this year was less than the proportion of students who drop out of the Nation's schools before completing high school.

Three out of every four trainees who get jobs are placed in fields of work related to their manpower training. A training-related job is the goal of the manpower program, to be sure, yet the improvement that many trainees must make in their appearance, attitude, and work habits, in addition to their skills, is so considerable that placement in any job after training represents a success for them as well as for the training program. A special study of 37,000 who got jobs after completing institutional training found that more than four-fifths were employed 1 year later.

The manpower program utilizes the resources of many agencies and organizations, public and private. In the Federal Government, responsibility is shared by the Department of Labor—which by law is responsible for deciding on the training to be offered, selecting trainees, placing them in employment, and following their progress— and the Department of Health, Education, and Welfare—which arranges for institutional training through public and private educational agencies and others. Some 27 other agencies are also involved in some way in the manpower program. In 1967, interagency cooperation was improved by establishment of the Cooperative Area Manpower Planning System (CAMPS) under which many agencies work together to solve local, State, and national manpower and training problems.

This annual report of the Secretary of Health, Education, and Welfare, which is required by section 233 of the Manpower Development and Training Act of 1962, as amended, describes training activities during 1967. The opening chapter, "Adapting to Economic Change," comments on major changes during the year, and the following chapter, "The Range of Training," discusses the variety of skills taught, educational offerings, and supportive services provided by the manpower training program. As the program serves more disadvantaged trainees, it is necessary to precede or supplement skill training with basic education, prevocational exploratory courses, vocational guidance, personal counseling, and remedial medical and social services.

"The Means of Training" reports developments during the year in teacher recruitment and training, teaching methods and materials, and equipment and facilities for manpower training. Recruiting teachers for the manpower program has been found to be less difficult than retaining them, and increasingly teachers acknowledge their need for specialized professional training, especially to help trainees who are at a disadvantage in the job market. Chapter III also reviews the increasing role of private schools in manpower training and the development of necessary new curricula.

An increasing proportion of all manpower training is being conducted under national contracts with employer, trade, or nonprofit groups. This aspect of the program is discussed in chapter IV, "National Programs and Services," which also reviews programs for Redevelopment Area Residents (RAR). The manpower program's contribution to development of improved training methods is considered in "Innovations and Experiments," chapter V, which also describes the institutional training aspects of experimental and demonstration projects.

The final chapter, "Evaluating Training," presents data which indicate the success of the institutional manpower training program and describes continuing efforts to improve evaluation. On the basis of these data, it is clear that the manpower training program has not only done much to lower unemployment rates and offset skill shortages, but also to offer higher hope, pride, skills, and status to tens of thousands of our citizens.

Despite the accomplishments in this and previous years, the manpower training program is still too small to attain the objective set by Congress in the orginal legislation—"that current and prospective manpower shortages be identified and that persons who can be qualified for these positions through education and training be sought out and trained as quickly as is reasonably possible, in order that the Nation may meet the staffing requirements of the struggle for freedom."

Although the Nation's unemployment rate has declined over recent years, unemployment is still tragically high among specific population groups. Continuing mechanization and technological development are displacing workers who need retraining if they are to find new jobs. Further, the 30 percent of pupils lost from the Nation's schools before high school graduation enlarge the pool of inadequately trained workers from which manpower trainees are drawn.

At the same time, labor shortages continue to dog the health occupations and related technical fields. The manpower training program's emphasis has been on raising wages and supplying more effective workers in this area. Substantial needs are also reported for highly skilled professionals and for the many semiprofessional or subprofessional aides whose skills can notably enhance productivity.

RECOMMENDATIONS

To help achieve a better balance between the Nation's manpower resources and the needs of the unemployed and underemployed, a number of specific suggestions are made:

More resources are needed to make institutional training fully effective in providing the hard-core disadvantaged population in urban and rural areas with the tools they need to solve their special problems in the labor market.

Experience has shown that such population groups as Negroes, Spanish-speaking workers, American Indians, older workers, and persons in correctional institutions need special help in prevocational and basic education and occupational training. They also require a variety of supportive services, such as counseling and guidance.

To serve populations in large urban areas, increased support is needed to extend and expand skill centers and multioccupational projects. Such centers have demonstrated that they can provide effective prevocational services and basic education, as well as skill training, for a wide range of educational backgrounds and ability levels.

New and expanded programs are also needed to serve the rural poor within their home regions. These should provide for prevocational and basic education, as well as occupational training, and should also include special job development and expanded placement activities to help rural trainees find jobs or otherwise improve their earning ability.

Consideration should also be given to resources that would be necessary to provide manpower training to all who meet the criteria for receiving such training, and who are likely to seek it if it were made available.

If and when remedial skill and other programs aimed at removing the disadvantages of inadequate preparation and education are no longer needed, these skill centers will still constitute an important resource for training for jobs and for upgrading.

Consideration should be given to the need for more stable funding for manpower training programs and for a minimum amount in each State which the operating agency can depend on in setting up its continuing plans for training.

Under current administrative practice, projects are funded individually. In a single institution, different training programs can have different starting and ending dates, and different lengths. These have no necessary relationship to the spending periods of other agencies whose assistance is needed to provide for necessary services to trainees, and no relationship to the period over which correction is needed for conditions which adversely affect the training processs.

A minimum assured sum to each State would permit more effective planning of basic and prevocational education and skill training, and would provide for greater program continuity. Such extended funding provisions would also allow hiring of administrative, teaching, and counseling staffs on annual contracts. They would facilitate recruitment and retention of highly qualified personnel who are so critically needed in working with the disadvantaged and who are difficult to attract to a short-term project. They would thus broaden trainee choices, which under existing conditions are sometimes limited to the courses which happen to start at the precise time the trainee is referred.

Consideration should also be given to revision of the formulas by which manpower training funds are allocated. Current apportionments are based largely on ratios between State and national unemployment rates and unemployment insurance data. Lack of appropriate full-time employment in the State is also a criterion for apportionment. The data on which this criterion is based are from the 1960 census and therefore do not fully reflect current conditions. Moreover, the criterion is not a major factor in allocation. Hence, States with substantial numbers of subsistence farmers or unemployed or underemployed workers not covered by unemployment insurance receive less than their fair share of MDTA funds. At present, 11 States receive less than $1 million annually. The provision of a minimum allocation would enable each State to set up more effective manpower programs to meet its own needs and maintain a reasonable continuity of planning and operations.

Improved utilization of manpower staff resources could be effected by increasing support for inservice training for manpower instructors, counselors, and administrators through regional staff training centers.

Regional training centers could provide a continuous program of short-term orientation, seminars, special courses, and other inservice training, particularly for work with the disadvantaged. Such centers should be tied to established teacher-training institutions, preferably housed in existing skill centers. They could also serve as focal points for testing and evaluating findings derived from experimental and demonstration projects and disseminating worthwhile results. The centers might also be used to train instructors and other personnel for similar manpower programs conducted by other Federal agencies, industry and business employers, foundations, trade associations, unions, and local agencies concerned with manpower training. First steps toward establishing such centers were taken in 1967; initial support will be available for only a few centers on an experimental basis in 1968.

Establishment of placement services would facilitate recruitment and interproject transfer of manpower instructors and other staff.

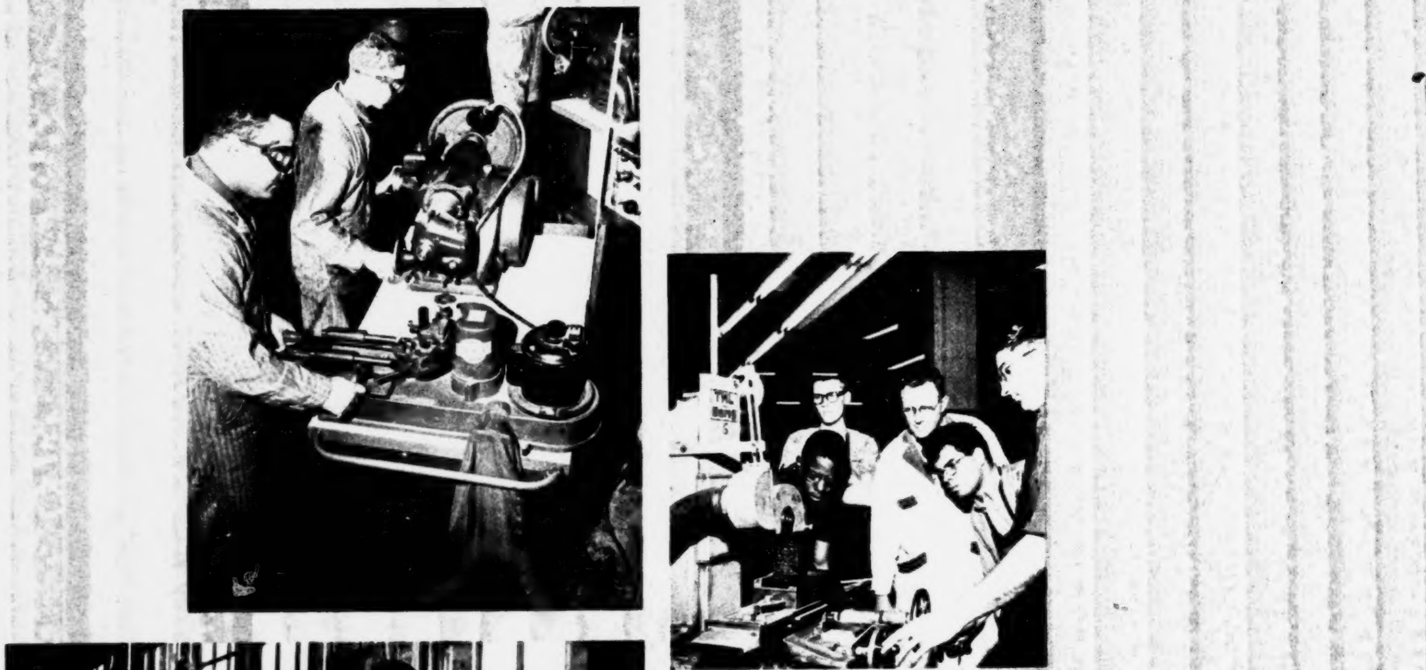
The establishment of placement mechanisms could help in staffing projects and reducing job insecurity among manpower staffs. Such services could be developed cooperatively by State employment services, departments of education, professional societies, and other groups. They could be used to refer persons from projects which are phasing out to those which are beginning or expanding, or help them find other employment.

Increased support for providing medical aid would assist trainees who might not otherwise be able to enter or complete training.

An increasing number of trainees have medical problems, unstable work histories, and a variety of related difficulties. Without help, many cannot perform effectively and may have to leave the program. Increased support is needed to implement the 1966 amendment authorizing minor medical aid when it is not available from other sources in the community.

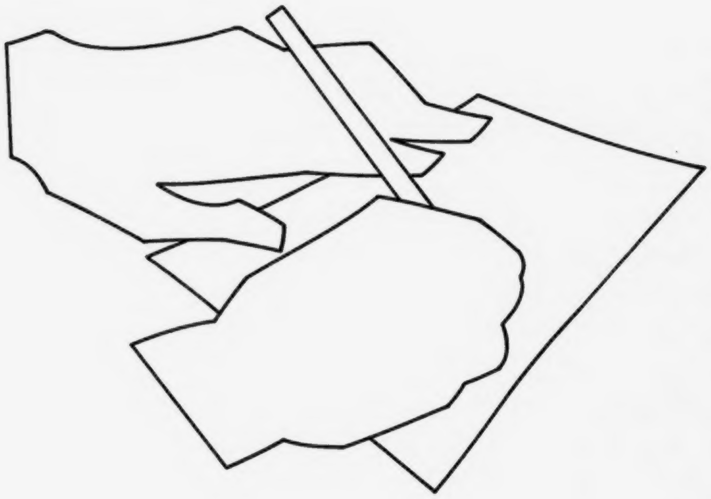
Consideration should be given to extending the functions of the National Manpower Advisory Committee to be advisory to the Secretary of Health, Education, and Welfare and other agency heads, as well as to the Secretary of Labor.

This committee, which now functions primarily as an advisory body to the Secretary of Labor, has been very effective in recommending program changes and indicating new directions for action. The problems which have concerned the National Manpower Advisory Committee are inseparable from those dealt with by the Department of Health, Education, and Welfare, and other agencies exercising responsibilities in the areas of training, health, and social welfare. Extending the advisory functions of this committee to the Department of Health, Education, and Welfare and to other agencies would be helpful in effecting more permanent solutions to the Nation's manpower problems.



MDTA IN CHICAGO: Developing skills to staff an advancing technological society.

I ADAPTING TO ECONOMIC CHANGE



The Manpower Development and Training Act of 1962 requires the Federal Government to weigh the Nation's manpower needs and resources and to solve the dual problem of unmet skill requirements and persistent unemployment. As stated in the original Manpower Development and Training Act of 1962, the objectives of the program include the alleviation of hardships of unemployment, reducing the costs of unemployment compensation and public assistance, increasing economic productivity, and developing the Nation's capacity to staff an advancing technological society. Within these objectives, as stated, the major changes which have occurred relate to increasing the proportion of hard-core unemployed in the program.

Reaching these objectives requires a flexible program. In the beginning, an important goal of the manpower training program was to assist the people displaced by technological change and increased mechanization. The imperative need was to place these unemployed workers in new jobs as quickly as possible. However, the improvement in economic conditions in the middle 1960's, despite continued advances in technology, brought a decline in the unemployment rate from nearly 6 percent in 1962 to an average 3.8 percent in 1967. This produced a significant change in the characteristics of the people to be served by the manpower program.

Experience has shown that the needs of those who remain jobless at a time of high demand in the labor market usually extend far beyond skill training. Nonwhites, women, and young workers are much more likely than others to be numbered among this chronically unemployed group. Their job history, if any, is likely to include low wages and frequent jobless periods. Many of them are no strangers to discrimination and frequent or long-lasting unemployment, and are conditioned to failure.

They often lack strong motivation or conviction that their own efforts will bring them economic success. Many have too little schooling for any but the simplest tasks, which are becoming relatively less important in the American job market.

Such trainees need considerable personal counseling and guidance before, during, and even after skill training. They usually need to improve their basic communications skills, and often need remedial education. Manpower training may even have to provide the basic literacy that the trainee missed as he was growing up. In addition, many trainees are found to need certain health services, such as glasses, hearing aides, dentures, or other prostheses, and some need major medical treatment. Others require arrangements for the care of their young children during training, legal aid, counseling with respect to family problems, or other supportive services. It is hoped that the Cooperative Area Manpower Planning System (CAMPS) will be a catalyst in meeting these needs.

Planning Goals Surpassed

The 1966 Manpower Report of the President called for special emphasis on serving those who are severely handicapped socially and educationally. The Secretary of Labor, in consultation with the Secretary of Health, Education, and Welfare, accordingly directed that 40 percent of the training effort henceforth be aimed at severely disadvantaged unemployed adults; 25 percent at disadvantaged youth; and 35 percent at lessening skill shortages in the occupations for which manpower training is appropriate. These relative priorities were unchanged in 1967.

The numerical goal of manpower training for 1967 was a total of 250,000 trainees. Of these, half were to be provided with institutional training—that is, occupational preparation in classrooms and other educational facilities—and half were to be trained on the job—that is, on the premises of the employer. The institutional training program was thus expected to fund projects authorizing training for 125,000 trainees during 1967 and the on-the-job training program (OJT) 125,000 trainees. Of the 125,000 OJT openings, 72,500 were to be in coupled programs, which combine training at the job-site with some classroom instruction. At least 15,000 manpower trainees in 1967 were to be residents of communities officially designated as redevelopment areas.

The manpower training program in 1967 substantially surpassed the planning goal. Institutional programs provided for 132,300 trainees, including those from redevelopment areas, the most severely depressed communities in economic terms. The number of OJT training openings exceeded the OJT planning quota, reaching a total of 152,700 by the end of the year, of whom 54,600 were to be in coupled projects of job training.

Trainee Characteristics

Comparison of particular trainee characteristics for 1964 and 1967 shows the effect of the shift toward the disadvantaged. Increasing proportions of trainees enrolled in projects operated by the public school systems have educational deficiencies, unstable employment histories, low incomes, and a variety of medical problems. Whereas approximately 51 percent of persons enrolled in institutional training in 1964 had less than a 12th grade education, the 1967 figure had increased to 57 percent. At the same time, the proportion of enrollees with 12 or more years of schooling decreased from 49 percent in 1964 to 43 percent in 1967.

Enrollment of minority group members in institutional projects also increased over this period. In 1967, 43 percent of the institutional trainees were nonwhites, compared with 31 percent in 1964.

There were also some shifts toward aiding minority or poorly educated populations in on-the-job (OJT) training programs. However, these were much less apparent than in institutional programs, partly because employers are often reluctant to hire the disadvantaged, and partly because many OJT trainees were already

Chart I—MDTA INSTITUTIONAL PROJECTS INCREASINGLY SERVE THOSE WITH LESS THAN A HIGH SCHOOL EDUCATION

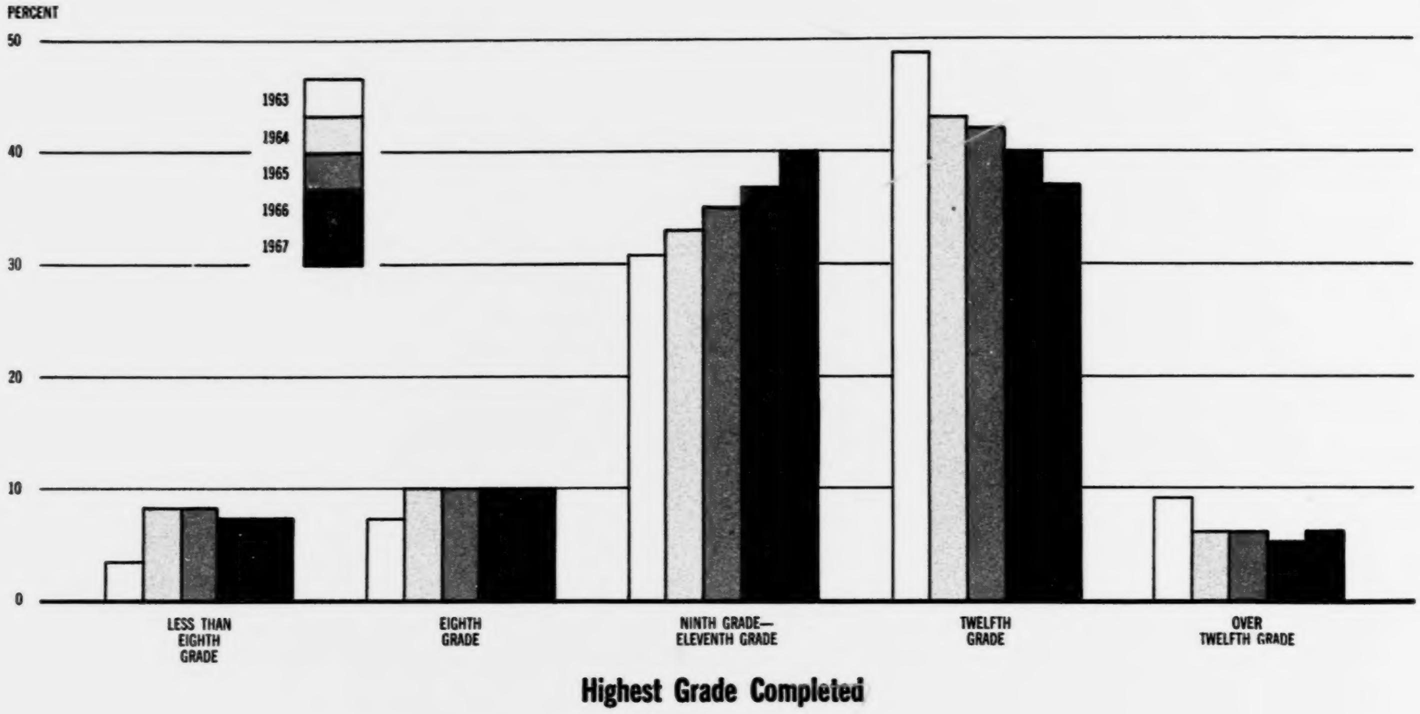


Chart II—MDTA INSTITUTIONAL PROJECTS SERVE PERSONS IN ALL WORKING AGE GROUPS

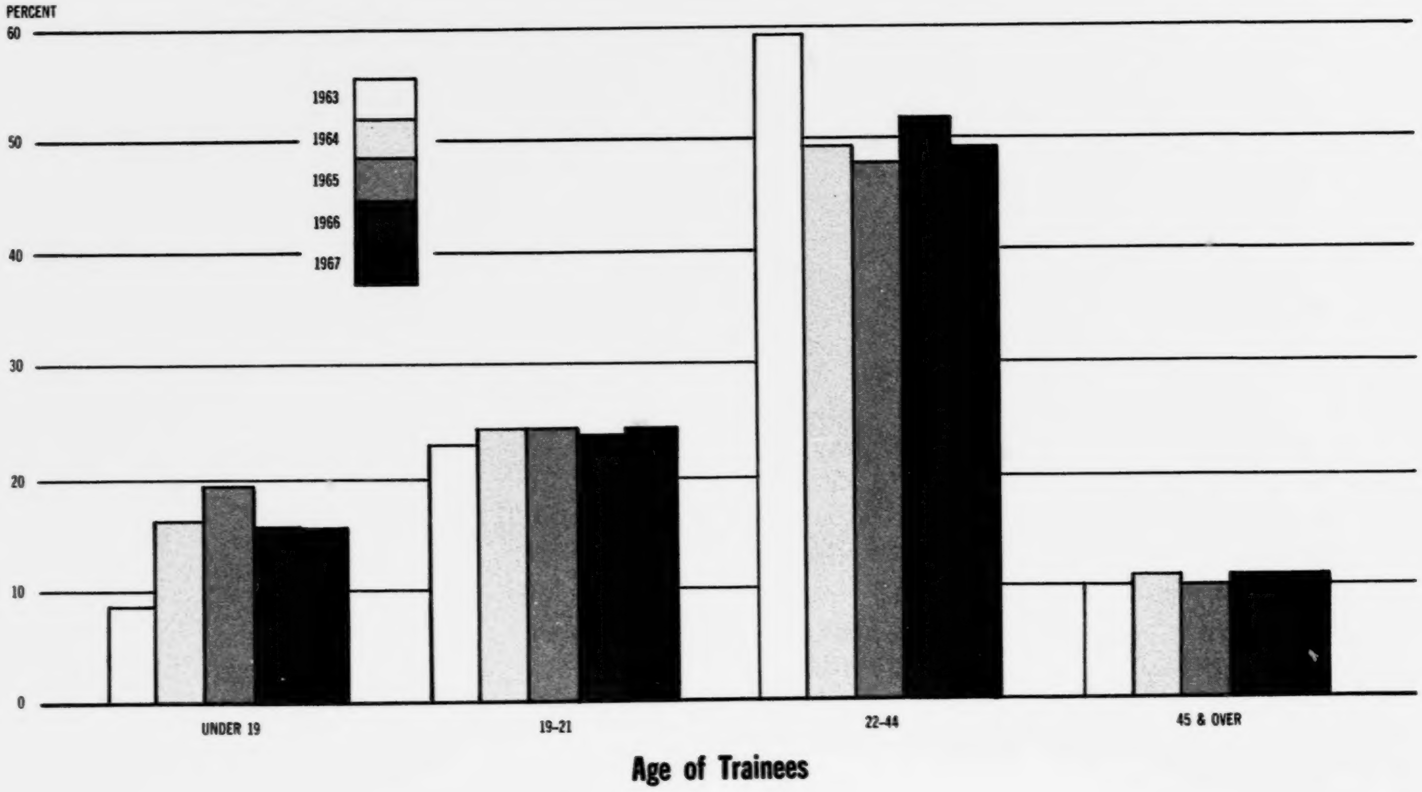
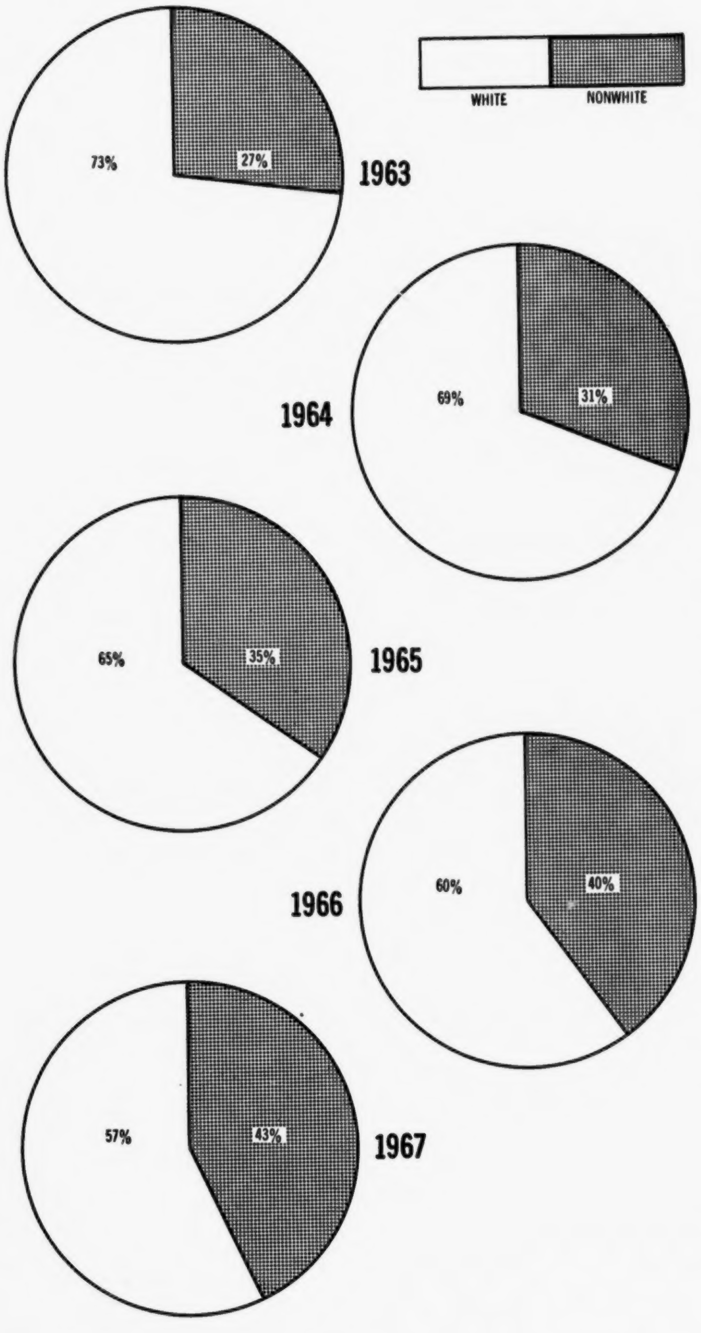


Chart III—PROPORTION OF NONWHITE MDTA INSTITUTIONAL TRAINEES IS STEADILY INCREASING



employed at the time they enrolled in training. For example, the proportion of OJT trainees with less than a 12th grade education was 42 percent in 1964 and 43 percent in 1967. Similarly, the proportion of nonwhite OJT trainees rose only slightly, from 24 percent in 1964 to 27 percent in 1967. Furthermore, institutional trainees had poorer employment records before training than OJT trainees (58 percent of OJT trainees had had 3 years or more of gainful employment as against 55 percent for the institutional trainees). Forty-two percent of the institutional trainees had been unemployed 15 weeks or more when they entered training. In on-the-job training, only 31 percent of the trainees had suffered an equally long period of unemployment.

More people at low income levels are being enrolled in institutional projects, according to figures on trainee eligibility for allowances. About one in eight of all trainees were family heads on public assistance when they enrolled for training. The figure increased each year from 1963 through 1966, and remained almost stable in 1967. In each year somewhat more females than males were on public assistance; the figure for females in 1967 was 16 percent.

Chart IV—MDTA SERVES THOSE WHO HAVE SUFFERED LONG PERIODS OF UNEMPLOYMENT

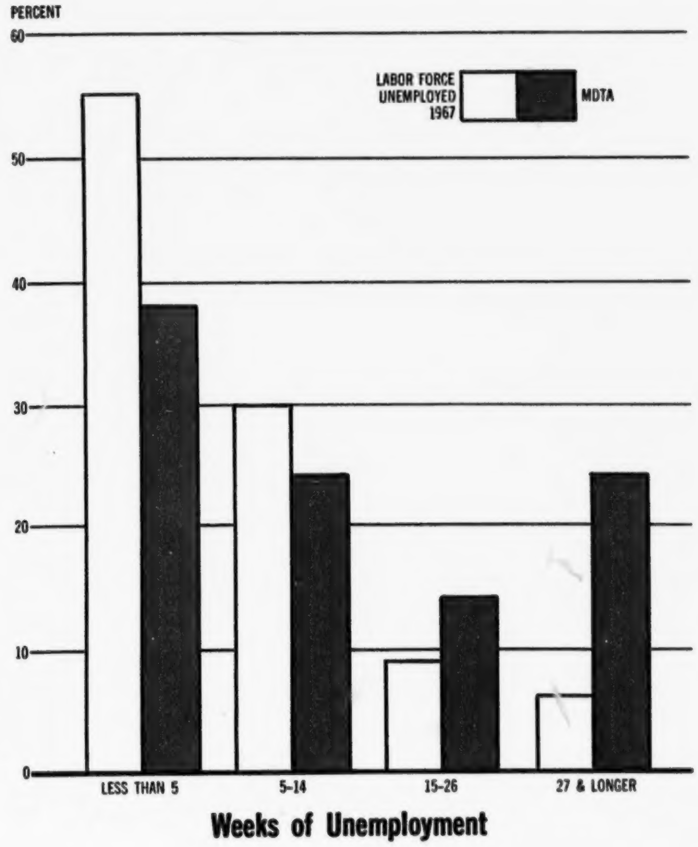


Table 1.—Selected Characteristics of the Trainees Enrolled in MDTA On-the-Job and Institutional Training 1964 and 1967

(In percent)

	Institutional		OJT	
	1967	1964	1967	1964
Less than 12th grade education	57	51	43	42
12 years or more	43	49	57	58
Nonwhite	43	31	27	24
Gainfully employed 3 or more years	58	68	55	62
Unemployed 15 weeks or more	42	46	31	32
Eligible for allowance	83	64	22	21

Coordinating Efforts

The shift in manpower training to reach more disadvantaged trainees required provision of a broad range of corrective and supportive services, many of which are supplied by public and private organizations other than the Department of Labor and the Department of Health, Education, and Welfare. These include the Office of Economic Opportunity, the Department of Commerce, and more than 25 other Federal agencies, in addition to many State and local agencies, public and private. To make the most effective use of scarce resources and to avoid duplication and confusion, it became evident that coordinated plans would have to be developed.

This type of planning was begun in April 1966 with the establishment of the Federal-State Manpower Development Planning System. The Manpower Administration in the Department of Labor, the Office of Education in the Department of Health, Education, and Welfare, and the Community Action Program of the Office of Economic Opportunity cooperated in launching this system. The Welfare Administration and the Vocational Rehabilitation Administration of the Department of Health, Education, and Welfare, the Economic Development Administration of the Department of Commerce, and the Department of Housing and Urban Development later became participants. Each of these agencies instructed its national and regional staffs to assist in the development of State and local plans.

In March 1967, this form of interagency cooperation was restructured as the Cooperative Area Manpower Planning System (CAMPS), under the coordination of the Department of Labor. CAMPS, in its first year of work, involved the Federal administrators of major manpower programs in joint planning of programs for 1968 and subsequent fiscal years. This joint planning focused on local areas, where local area coordinating committees constituted a tool for the systematic exchange of information about resources and for rational adjustment of responsibility for providing services. These local committees were composed of representatives of each participating Federal agency and local governmental and community agencies, both public and private. Completed local plans were submitted to the State coordinating committees for combination within a single document. This State plan also included plans for the areas not covered by local committees, particularly where significant program resources are available from one or more participating agencies.

Regional coordinating committees were established in each of the 11 regions of the Bureau of Employment Security. Each participating Federal agency designated an appropriate regional representative to serve on the committee to review and approve State plans, provide technical assistance to the State committees, and review results periodically to determine the effectiveness of implementation and operation in light of the State and national goals. Starting in January 1968, there will be seven regional committees, conforming to the newly established regional geographic areas for manpower administration.

Statewide coordinating committees operate in each of the States and in the District of Columbia, Puerto Rico, and the Virgin Islands. These committees consist of designated field representatives of participating agencies or of State-appointed representatives of appropriate Federal-State programs. Where the States have comprehensive planning agencies, their representatives also participate.

An important aspect of coordinating committee work is making available the supporting resources which will help trainees to stay in the

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training program, complete their training on time, and go on to good jobs. In many cities trainees have found that the pressure of family responsibilities, illness or accident, lack of day care for children, or other problems kept them from performing adequately in their course work. If the training program is to succeed, ways must be found to solve these problems. The CAMPS procedure is one method of identifying and utilizing the varied sources of supportive services required by an increasing number of manpower trainees.

With the continued cooperation of the agencies which participated this year and with the addition of new members next year, the CAMPS process is expected to produce an even more effective matching of resources with needs. Realistic and specific goals are to be set for solving the employment problems of target populations as well as priorities for meeting these goals.

In fiscal year 1968, units of three additional Federal agencies, the Department of Agriculture, the Civil Service Commission, and the Department of the Interior, will begin participating in the Cooperative Area Manpower Planning System. State and local officials will be encouraged to play a greater role in the program and to take the lead in convening the manpower coordinating committees and fostering their planning activities. Area coordinating committees will be established for those labor market areas represented in the model cities programs and other areas where such committees do not already exist.

Manpower Advisory Committees

The 1962 act authorized a National Manpower Advisory Committee to be composed of 10 individuals representing labor, management, agriculture, education, training, and the public in general. The committee was to make expert assistance available to persons planning and operating programs under the act. The act also permitted the establishment of community, State, and regional advisory committees. The national committee is primarily advisory to the Secretary of Labor.

State and local manpower advisory committees.—The national committee at its first meeting in September 1962 passed a resolution to encourage the appointment of State advisory committees where they did not already exist. Guidelines to assist in the organization of State and local committees were sent to all governors shortly afterwards. The composition of the State committees was to parallel, to the extent possible, that of the national committee; committee chairmen were to be selected from among the public representatives; and the committees were to meet at least twice a year. The State committees were to provide liaison with the national committee, help interpret the national manpower program for the governor and his staff, and advise and guide the local committees in carrying out training under the act. They were also to review and evaluate the State's manpower plans, and to report annually to the governor with recommendations on the State's manpower problems.

Membership of local committees is similar to that of national and State committees. Their major functions are to examine and review proposals for manpower training; to help in assessing present and future economic needs and manpower problems in the area; and to promote cooperation from employers in hiring trainees.

Neither the State nor the local committees were to have veto powers over manpower programs, nor were they to make recommendations on the establishment of specific occupational training programs.

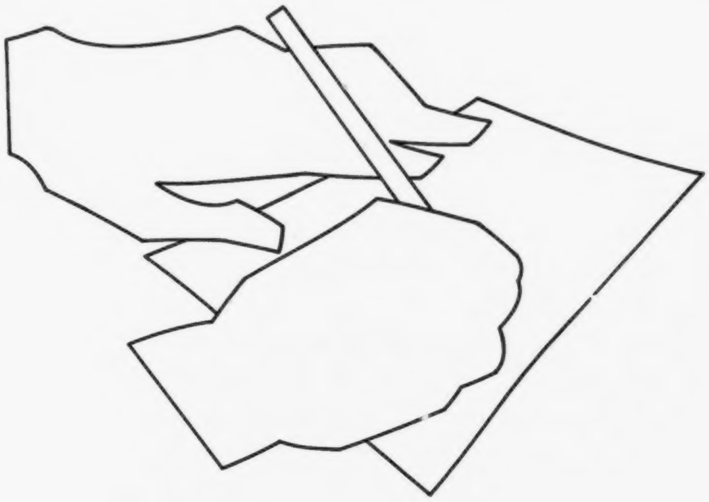
Regional manpower advisory committees.—The national committee found after a time that it needed guidance and support from regional committees to alert it to major manpower problems emerging in various areas, and to help it interpret to the Nation the intent and direction of the manpower program. Seven regional committees were started in the spring of 1964, and were fully operational by July 1965. Their representation parallels that of the national committee.

New directions.—The functions of the advisory committees have changed and shifted somewhat as the program has developed. At the outset, the committees helped to get the new program underway and to interpret its goals and policies to State and local groups and individuals. Currently, the committees are working to promote closer integration of training plans with the needs of employers and unemployed and underemployed workers.

The advisory committee structure is being broadened. With the growth of the Cooperative Area Manpower Planning System (CAMPS), the national committee is drawing in more organizations with responsibilities relating to manpower. Also, the functions of the advisory structure are being reexamined by a special committee, with an eye to recommending revisions.

IMPROVING HEALTH SERVICES IN APPALACHIA: MDTA Class for health aides makes a home visit.

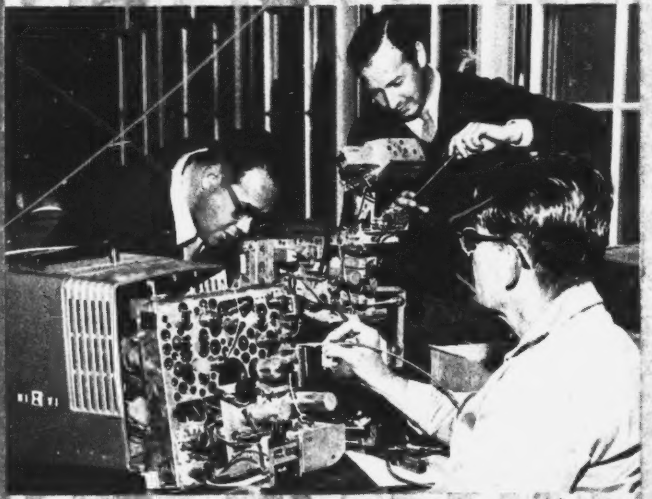
II THE RANGE OF TRAINING



The purposes of manpower training include providing unemployed or underemployed workers with skills that will enable them to obtain satisfactory jobs, at good pay, in occupations with improving economic prospects. To do this, it is necessary to train the worker, with his inherent abilities as these have been developed by schooling and experience, to meet the rapidly rising skill requirements of the job market.

For most workers, manpower training offers skill training for entry-level jobs, yet care is taken to assure that these jobs are in fields that include a range of careers offering both satisfaction and security. The service occupations, for example, have expanded greatly in the past generation, and will continue to do so. They demand a wide variety of skills, from those needed for the simplest entry jobs to the imagination, technical competence, managerial ability, and tact required in supervisory jobs. Because in the past menial jobs in service trades were likely to be held by minority group members or beginning workers, the entire field has come to be scorned as a dead end, offering little status or satisfaction. Yet all workers in the Nation, young and old, white and nonwhite, from rural or urban backgrounds, will increasingly find that service occupations offer them ready entry, good wages, opportunity for advancement, and job satisfaction.

The manpower program trains many workers for the service fields, because of the growing demand for such workers and the wide range of opportunities afforded for people with limited prior training. It attempts to train and place workers in the kinds of jobs which they can enter with readily acquired skills and yet which challenge those who are willing to work for advancement. Many chefs, for example, are trained in the manpower program. Opportunities range from short-order cook in a small restaurant to the chef of a major hotel or club; once the basic skill is acquired, the job ladder is open and waiting.



INCREASING THEIR EARNING POWER: Los Angeles trainees learn new skills.

The broad field of structural work offers both ready entry and good prospects for promotion and improved status. This classification, which includes both metal fabrication, electrical assembly, etc., and welding, as well as construction occupations, covers a wide range of skills. Welding is one of the leading occupations taught in the manpower program. Classified as structural work, welding is also used in many other trades; it offers a wide variety of job opportunities and much room for advancement. Another large area of manpower training is construction labor, a field which has employed many unskilled workers, particularly those from minority groups. Today construction labor is highly mechanized, and the manpower program is training unskilled workers to handle power tampers, airhammers, Georgia buggies, and other power tools in wide use.

Variety of Skills Taught

The skills taught by the manpower programs may be classified in four major groups and a miscellaneous classification under headings which correspond to those of the *Dictionary of Occupational Titles*. See table 2.

The four major groups, each of which trains roughly a fifth of the trainees, are: machine trades occupations (21 percent); clerical and sales occupations (20 percent); structural work occupations (18 percent); and service occupations (17 percent). The fifth group accounts for more than a fifth (23 percent) of the trainees, more than half of whom are in the professional, technical, and managerial classification. In each of these groups, as chart 5 shows, the manpower training program has emphasized particular skills which are in heavy demand and offer good wages, chance for advancement, or status in the community. For example, about one-third of the trainees in the clerical and sales occupations in 1967 were preparing to be clerk-typists or typists, and almost a fourth to be stenographers or secretaries. Fewer of these trainees were learning to operate office machines or to be general office clerks.

Trainees in machine trades occupations were divided about equally between those learning to operate automatic screw machines, drill presses, and the like (46 percent), and those aiming for jobs as mechanics and machinery repairmen (43 percent), most of them auto mechanics and repairmen.

Of the trainees learning various structural work occupations, five out of six were in metal fabricating, and the rest in the construction trades and other related occupations. More than half the trainees in the metal fabrication group were in welding and related skills, and about one in five were learning to be autobody repairmen.

Table 2.—Institutional Trainees by Occupational Category of Training, Fiscal Year 1967

Occupational category	Percent of trainees
Total	100
Clerical and sales	20
Machine trades	21
Structural work	18
Service occupations	17
Miscellaneous [1]	23

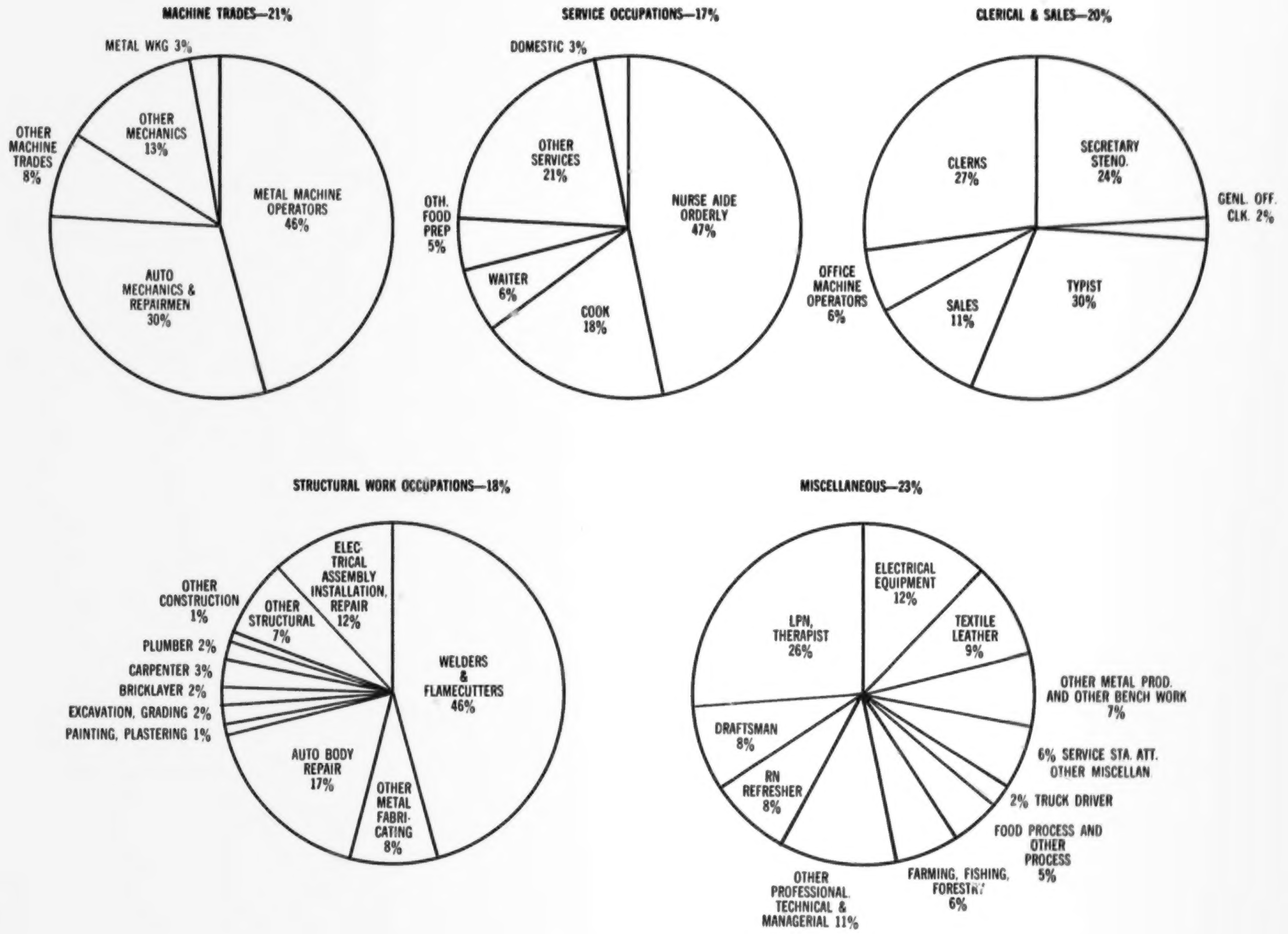
[1] Includes professional, technical, and managerial occupations, farming and related occupations, processing, fabrication, assembly and repair operations, truck and heavy equipment handlers, service station and parking lot attendants.

NOTE: Because of a change in the occupational classification system (DOT), it is not feasible to compare current data with those for earlier years.

These data do not include 15 percent of the trainees enrolled in 1967 for whom occupational category of training was not reported.

The service occupations include domestic service, food preparation and service, and a number of hospital occupations, plus a fairly broad range of such special occupations as laundry or dry-cleaning worker. The hospital occupations include jobs as attendants and also an increasing number of subprofessional jobs in medical and paramedical fields. Nearly half of all manpower trainees in the service occupations in 1967 were preparing for health occupations, mostly in hospitals. Almost a third were in food preparation and service; more than three out of five of these were training to be cooks at various levels of skill.

Chart V—MANY MDTA TRAINEES ARE EQUIPPED WITH HIGHER THAN ENTRY LEVEL SKILLS



Training for Skill Shortages in Health Occupations

President Johnson's statement of September 29, 1966, on the health manpower shortage led to the first major training program in health occupations. Following the President's statement, $15 million of manpower funds was earmarked for use in 1967 to increase training for subprofessional health workers and retraining for health professionals. Serious shortages still exist as the proportion of people employed by the health industry increases each year.

Approximately 22 percent (less than a fourth) of all institutional training enrollees were being trained in health occupations. Fifty-nine percent of health enrollees were white and 32 percent were nonwhite. Information on race was not obtained on the remaining 10 percent.

Approximately 5,600 registered nurses were enrolled in institutional refresher training courses and 3,500 persons (95 percent females, 5 percent males) in institutional training courses for subprofessional health occupations such as nurse aide, home health aide, practical nurse, dietary aide, medical (certified) laboratory assistant, physical therapy aide, operating room assistant, and inhalation therapy technician.

To meet the critical skill shortages in health occupations identified by manpower and public health specialists, institutional health occupational training needs to emphasize and expand projects upgrading entry-level workers to the next higher category. For example, nurse aides could be upgraded to licensed practical or vocational nurses; dental aides to dental assistants or dental hygienists; and medical emergency technicians to inhalation therapy technicians.

Nurses trained in other countries should be assisted to qualify for licensure and practice as registered nurses. Most States have a reservoir of foreign nurses who are performing the duties of registered nurses but who do not get comparable pay or status. They need specific training to correct basic curriculum deficiencies in such subjects as psychiatry, obstetrics, and pharmacology, and to understand the type of examination required to qualify for licensure.

Also, special upgrading programs should help veterans with health training to qualify for higher positions. Those with military training as dental aides could be upgraded to dental assistants, dental hygienists, or dental laboratory technicians; pharmacy aides should be assisted to become pharmacists.

Basic Education

Census data show that about 16 million low-income persons in the United States between 18 and 64 years of age are "illiterate" in that they read and write too poorly and know too little arithmetic to function in any kind of modern urban job. Although many of these people may be employed, they are more and more seriously threatened by the continuing process of technological displacement and the increasingly large proportion of jobs which require at least a fifth or sixth grade level of literacy. The undereducated are likely to be the first ones displaced from any job they may get, and for them finding new jobs is always hard. Increasingly, the population served by the manpower training program displays these characteristics.

In 1962, the manpower program could offer only occupational skill training. Persons entering training were required to have the necessary education (usually completion of the 10th grade) for enrollment in skill training courses. Experience during those early months showed widespread need for literacy and prevocational training. The 1963 amendments officially recognized this need, and permitted the extension of training and allowances for additional weeks in order to meet it.

Until Congress enacted the 1966 amendments to the act, basic education was offered only in conjunction with job training, to supplement the skill preparation required for employment. The 1966 amendments for the first time permitted the enrollment of persons who need basic education as a foundation for occupational training as well as those who already have skills but need training in the Three R's or in getting and holding a job to make them employable.

In December 1966, basic education, communication skills, and employment skill training were by agreement between the Department of Labor and the Department of Health, Education, and Welfare defined as follows:

> (a) For MDTA purposes, *basic education* is defined as elementary education, usually in the general areas of reading, writing, language skills, and arithmetic, which will improve a trainee's education achievement sufficiently to enable him to become suitably employable, either with or without occupational or other training, depending on individual circumstances. Basic education is to be distinguished from advanced work, such as normal secondary school subjects, and from training in basic work skills.
>
> (b) *Communications skills* are defined as the ability to read, to write, to speak intelligibly, and to understand speech. Such skills overlap with basic education skills, but individuals who are literate and who have an adequate command of the fundamentals of arithmetic may nevertheless require assistance in English, through a program of speech and language remediation. Unclear enunciation, extremely idiomatic speech, a marked dialect that is difficult for others to understand, and limited knowledge of the English language are examples of problems in communication which can be remedied by training in communications skills, either with or without basic education in other areas.
>
> (c) *Employment skills* are defined as skills and characteristics other than specific occupational skills that may affect an individual's employability; for example, work habits, conformity to expected standards of behavior as an employee (such as promptness in reporting for work, regularity of work attendance, appropriate dress, cleanliness, and neatness in appearance), ability to conduct an effective job search and to present one's qualifications adequately to a prospective employer, and attitudes conducive to satisfactory occupational adjustment. Employment skills within the meaning of this Act are skills that assist in orientation to em-

***MDTA AUGMENTS NATION'S HEALTH MANPOWER:** Pineville Community Hospital, Kentucky, offers training in skill shortage areas of health occupations.*

> **ployment and in adjustment to the work situation, not skills in performing job duties such as are provided by occupational training.**

Instruction in basic education offered under the MDTA is provided mostly through local school projects. It may also be conducted under contract agreement by business, industry, trade associations, labor unions, or private education and training institutions.

During 1967, all three of the developmental skills defined above were emphasized, although the reporting system does not distinguish among the three types. Data collected on basic education refer only to that given as part of the institutional training program. On this basis alone, the proportion of trainees in basic education rose from 22 to 26 percent in the short period between enactment of the amendments in November 1966 and the end of fiscal year 1967, June 30, 1967. During the same period, the proportion of institutional trainees classified as disadvantaged rose from 43 to 46 percent.

Since 1962, 86,000 trainees have been enrolled in basic education. Of these, 52,000 (60 percent) have been males and 34,000 (40 percent) females. People 21 years of age and under represent 39 percent of all manpower trainees, but over half the trainees in basic education. Over half the trainees currently enrolled in basic education are nonwhite.

Upon entrance into training, trainees report the "highest grade of school completed," which is not necessarily a measure of the level at which they are functioning or of the usable skills they bring into training. Training staffs report that actual attainment of trainees is considerably below the reported completion level and in some projects numbers are known to have never attended school. Of the trainees enrolled from 1964 to 1967, 73 percent of those in basic education said they had dropped out of school before completing high school. The largest group had left school at the 9th, 10th, or 11th grade, the years in which most students pass the age of compulsory school attendance. Of the trainees enrolled in fiscal year 1967, those under 19 or over 45 were likeliest to have left school before the end of the 12th grade; 79 percent for those under 19 years, 65 percent for those 19–21, 74 percent for those between 22 and 44, and 83 percent for those over 45. Four out of five of the workers over 45 left school before the end of the 12th grade, and 36 percent had dropped out before completing the 8th grade.

LEARNING LABORATORY: Programed tapes for use with individual earphones support the reading efforts of new students.

Manpower training in basic education has been successful in improving trainee performance in communications and mathematics skills. Numerous examples are reported of advancement of performance by the equivalent of a year and a half in 6 months of training. Below grade-level performance of trainees on entry into manpower training may reflect poor schooling and automatic "social" advancement through elementary and secondary school. Poor performance may also reflect the trainee's previous employment experience, often restricted to menial jobs requiring little use of communications or computational skills. Much of the manpower program's success in improving basic education performance lies in its ability to convince the individual that he can learn and that there are opportunities for jobs with potential for advancement.

The basic education offered to manpower trainees is flexible in the time scheduled, the use of materials, and the methods. It is found, for example, that motivation for some pupils is greatly enhanced when basic education is alternated with and incorporated skillfully into the sequence of required occupational training. Remedial education is most effective when it includes vocabulary building related to the basic course the trainee is taking to make learning as practical as possible, and when reading materials include newspapers, popular magazines, and paperback books. Basic education often helps to establish a clear relationship between educational achievement and success in employment, one which had never before been clearly established in the mind of the trainee.

Prevocational Training

A major problem confronting many unemployed persons is their lack of understanding of the current job market and of the range of choices open to them. For some, their horizons are too narrow, not including the full range of jobs, because their backgrounds are so limited that they have had no introduction to the opportunities of the current job world. Others have unrealistically high expectations. They are unprepared for skilled jobs, and yet they associate menial or entry-level jobs with a position in society which they are unwilling to accept.

They need to know more about what jobs are available and what skills are currently being sought by employers, as well as what pathways to advancement are open and how they can be entered. Their attitudes toward service jobs are sometimes based on prejudice or erroneous information and job counseling may help them to make a more realistic choice.

Prevocational training and counseling are designed to help referred trainees determine the occupational area or areas in which they wish to be trained. The manpower training program utilizes work orientation, job sampling, and occupational orientation courses which are highly individualized and attempt to incorporate the best of what is now known. Usually, the vocational education instructor or skill trainer prepares his students for the type of environment they find on the job. Where he finds unrealistic expectations, he tries to adjust them in the light of his own knowledge and experience. This has always been a part of vocational training. However, need for something more is very strong, particularly as the manpower program reaches more of the disadvantaged group.

The prevocational, work exploration, and work orientation courses are usually scheduled for 4 to 6 weeks. They introduce the trainee to a number of different types of jobs, concentrate on developing promptness, responsibility, and productivity, and attempt to set up a series of realistic expectations and choices.

The manpower skill centers in a number of urban areas, with their large assortment of occupational courses and their resources in counseling and guidance, offer a very effective means of accommodating the diverse backgrounds and attitudes of trainees to the training and job choices available.

Guidance and Counseling

The employment service and the training staffs share responsibility for guidance and counseling in the manpower program. The employment service is responsible for outreach, recruitment of trainees, placement in training, and placement in jobs after training. Guidance and counseling are used in each of these functions, geared as closely as possible to the changing characteristics of the trainee group.

Institutional training also makes increasing use of guidance and counseling. Traditionally vocational instructors teach not only employment skills, but also attitudes toward work, relations with supervisors, and other aspects of job adjustment as part of the skill training offered. Manpower instructors include these in their course work. Manpower counselors, in addition, offer counseling, psychological testing, and interpretation. The key feature of manpower counseling is recognizing the practical alternatives open to the trainee and helping him arrive at realistic decisions.

Increasingly, too, manpower training includes provision for personal counseling. Illness or accidents, family problems, inability to find day care arrangements for children, transportation difficulties, and many other problems distract the attention of trainees and may lead them to quit the course in order to try to find solutions. Discouragement over the job outlook, dissatisfaction with the training offered, unwillingness or inability to adjust to the demands of the course, and rebellion against the demands of the school or the prospective employer also affect trainee performance.

The pressure which the school or the OJT employer can apply, particularly by cutting off training allowances or pay, is often far less effective than the availability of assistance or advice at crucial times. This is particularly, though not solely, true of the disadvantaged. Any trainee may need advice or assistance on how to identify and cope with a problem which is interfering with his training, and the availability of a counselor may be crucial to his continuance in the course.

Increasingly, therefore, manpower projects include provision for personal counseling and guidance. It is important that at least one person in each project be assigned this function, in order to maintain the necessary contact with sources of assistance and help cope with emergencies as they arise.

Counselors are in short supply everywhere, especially those who can react with understanding, resourcefulness, and firmness to the personal problems of manpower trainees. Too often, individuals trained as school counselors are unfamiliar with the backgrounds and outlook of trainees, and may offer seemingly irrelevant or unrealistic solutions. Or they may be unfamiliar with the battery of community resources which could be used to help trainees. Recruitment of persons well-suited to the job is often difficult, and such people are in heavy demand in other programs as well.

The shortage of trained counselors suggests the need for special steps to reduce turnover and improve quality. At least a partial solution is establishment of a register for the whole country or a region, on which qualified persons could be listed. The register would be available to all projects for initial selection of staff, and reference could be made to it for replacements as well. Such a register should be established with the cooperation of the State employment service, the professional associations, and the community schools.

Putting counselors as well as other key project personnel on an annual contract would also help to reduce turnover and improve effectiveness.

Inservice training could be used to prepare counselors for the types of problems generated by manpower trainees, and to familiarize them with the remedial resources which the community offers. The regional training centers described in chapter III would be a useful link in this process.

Experimentation with counselor aides in experimental and demonstration projects is now being evaluated with a view to hiring more of them. Such aides are frequently recruited from peer groups of the trainees. They are often able to establish rapport, to know when action is required, and to decide what type of action would be most effective.

Even when adequate counseling help is available, the best manpower training programs are those where the entire staff, from project director to secretary, are aware of the needs of trainees for many different kinds of help, and stand ready to assist where they can. Basic education and skill teachers, for example, have told of the frustration of trainees who simply lack the words to express ideas and feelings they have. When the teacher takes class time to discuss health matters, budgeting, or legal problems, the trainee is sometimes helped to find the words he needs and to begin to see how he can make his way into the job world.

Other Supportive Services

Adults, especially disadvantaged adults, have a wider range of need for social services than the ordinary adolescent in school. An important function of the Cooperative Area Manpower Planning System is the identification and organization of community resources needed to solve the problems of manpower trainees. In some communities the resources are sufficient to provide for the trainees' needs, once it is clear that the needs of manpower trainees are a legitimate charge on local resources. Counselors and other project staff need only to be in close contact with trainees to spot problems and help the trainee recognize and accept his need for assistance. More frequently, however, the resources themselves are scanty, and discovery of trainee needs simply adds to an already heavy overload. In such places, the manpower project staff must not only locate sources of help, but must also seek the necessary financing. For example, some projects in California discovered that a local philanthropic group was willing to buy tools for manpower trainees as they completed their work, so that they could take jobs that were offered. As the project continued, however, the number of trainees in need of such help began to outrun the resources of the organization, and other funds had to be obtained for this purpose.

Necessary health services are often hard to get. The need for them is very likely to surface after the individual is in training, when a relationship has been established with the school, and when the training allowance is secure. In one project with outside resources to pay for medical examinations for trainees, only 2 percent of the trainees were found to be healthy, and many had never, or seldom, seen a doctor. Yet the availability of eyeglasses, hearing aids, dentures, or other prostheses may make the difference between success or failure in training and placement. Some trainees need surgery, some need continuing medical care for chronic conditions. Some are unaware of their needs, and many are unwilling to discuss such needs with recruiting officers for fear of jeopardizing their chance of training and the accompanying allowances. Although the 1966 amendments authorized medical aid to manpower trainees, no funds were appropriated. Continuing efforts are being made under CAMPS to supply the needed aid from other sources.

Additional funds will be needed to assist people with severe physical or emotional problems. Making such funds available through the training institution would provide them at the time and place which are probably most crucial from the trainee's viewpoint. Since training may be interrupted by the necessary medical care, ways may have to be found to provide for subsistence allowances during the remediation period, and to assure the individual's eligibility for training when his medical emergency has been met.

Types of Projects

The first MDTA occupational training courses were developed as single projects and conducted in public schools. As the name suggests, these projects were set up to teach one skill; when the trainees completed the course, some of the projects were closed down. If a continuing demand for the skill existed, the project could be recycled. Many single projects are in operation currently, some recently set up, others in existence for some time.

As the MDT program began to serve more disadvantaged individuals, some public vocational schools were unequipped to meet the special needs of these groups. Traditional vocational programs did not, for example, include training in many of the newer or "critical needs" occupations. Multioccupations projects were then developed. These projects offer trainees a variety of programs from which to choose, and can also arrange more adequately for counseling services, basic education, and other help needed by disadvantaged persons.

As these combinations of services were assembled under one administration, sometimes under one roof, the so-called skill center was created.

With most existing vocational school facilities already in use, a variety of structures—some rented, some donated by school boards, some Government excess or military property—were used to house these large projects. Buying or building facilities is not permitted by the law. Most facilities remain under public school administration. Quite a number of skill centers are currently operating two 8-hour shifts, and a few have manpower training courses operating 24 hours a day, 6 days per week.

An MDTA skill center has been defined as:

> A centralized facility, generally under public school administration, especially designed to provide on a continuous basis, counseling and related services, work orientation, basic and remedial education, and institutional skill training in a variety of occupations for trainees recruited from a broad area. The center provides maximum utilization of physical and instructional resources and a high degree of flexibility, serving all types of trainees and all types of MDTA projects, including multioccupational and single projects, individual referrals and classroom components of coupled institutional-OJT projects.

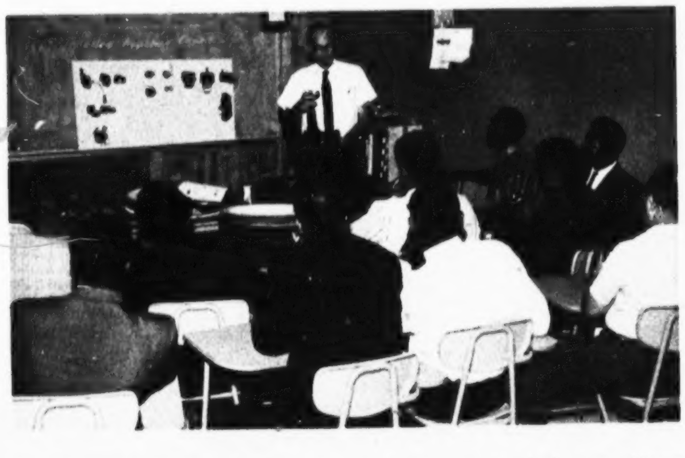
These center operations do not have to be under one roof, although their administration is centralized; services, however, must be accessible to trainees and locations must constitute no deterrent to training.

About 70 MDTA skill centers which meet the above criteria were in operation in fiscal year 1967, providing a varied range of services, education, and occupational training.

Of the trainees approved for institutional training in fiscal year 1967, some 37 percent were in skill centers. Some centers served as few as 84 trainees in 1967, while others trained 3500 or more during the course of a year. (The centers are generally located in urban areas—some of them in core areas of the city.)

Experience indicates that the location of skill centers bears directly on recruitment success. Many residents of ghetto areas are unwilling to travel long distances to school, often because of very real deterrents—lack of inexpensive public transportation, proper clothing, etc. Psychological deterrents are present, also, for many have never ventured beyond their own immediate neighborhoods. Centers are located, if possible, in areas accessible to disadvantaged populations and in buildings which also meet other program standards. Generally, it has been possible to provide good buildings in convenient places; occasionally, however, compromises have had to be made between ready accessibility and desirability on other grounds. For example, in some instances, extensive renovation has been necessary; in others, transportation remains inadequate.

MDTA skill centers offer training in a variety of occupations at differing levels of skill and technology. Currently emphasis is on beginning-level training, although the centers may also offer upgrading training and retraining for workers whose skills have become obsolete. For those who intend to enter apprenticeship programs, skill centers may offer preparatory training in the occupations for which there is an existing or projected job market demand.



Appliance repair is but one of many training options at Watts Skill Center.

One of the principal advantages of most skill centers is the open-ended curriculum which one can enter or leave at any time according to his individual need. Another advantage is accessibility to basic education and prevocational training.

Since skill centers serve principally disadvantaged persons with low educational attainment, many trainees need some preliminary basic education before they can benefit from skill training. This does not necessarily mean, however, that rigid blocks of time must be set aside for basic education.

Instead, a trainee's educational level is first assessed in a learning situation. If necessary, he then enters a basic education and/or prevocational program (conducted by persons specifically trained for this purpose). This experience helps him attain sufficient skill and understanding to successfully complete the vocational training of his choice. He can be referred to occupational training as soon as he is able to proceed.

Most skill centers offer basic education concurrently with occupational training. The basic education program is not arranged for an arbitrary length of time. The trainee's needs and the requirements of the occupation for which he is being trained determine the length of the initial block (if any) of basic education. For the most part, basic education is fused with actual skill training.

If the trainee has difficulty in progressing because of educational deficiencies discovered after he enters occupational training, he usually spends a portion of his day in remedial work. This usually takes place outside of the shops, with a teacher whose job is solely that of remedial education.

Although MDTA basic education does not attempt to qualify trainees for specific grade levels, many trainees are studying on their own time to take high school equivalency tests—a beneficial side effect of the training environment. Skill center personnel make sure that information regarding high school equivalency tests is available to trainees, and many skill center instructors offer instruction which prepares trainess for such exams.

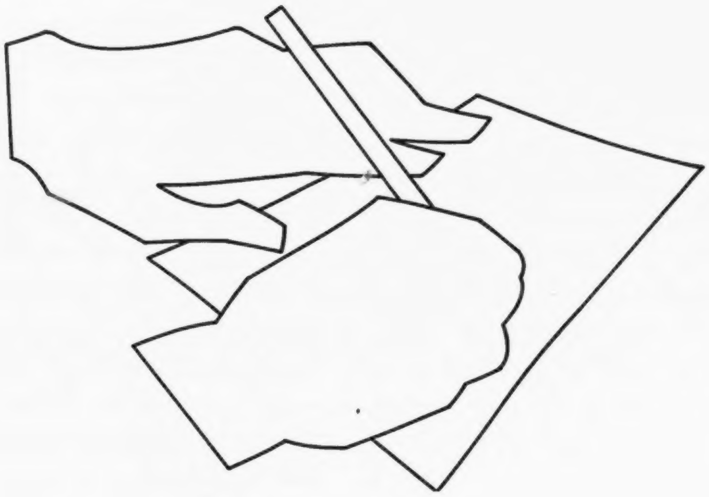
One of the outstanding accomplishments of the skill centers is the degree to which they build a relationship with the trainees. Skill centers all over the country report that trainees come back many months after "graduation" to keep in touch with staff and fellow trainees. The lack of ties to local institutions is often noted as one of the most widespread evidences of apathy and lack of motivation. The success of the skill centers in achieving this identification with disadvantaged trainee groups is evidence of organizational strength as well as a reflection of a real need among the trainees.

Use of private schools and institutions, although still small, has been on the increase in order to maximize the number of manpower training opportunities available. Not all States contract with private schools, but where they do, such schools constitute a useful resource. More than 22,000 trainees were enrolled in courses in private schools in 1967, a 13-percent increase over the 1966 figure. Referrals to private schools may be either individual or in class-size groups; individual referrals are more common with private schools than with other institutions, constituting about 20 percent of all referrals to private schools.

For some individuals, including disadvantaged persons, individual referrals to private schools may be an effective way of providing educational experiences. The students who usually enroll in private schools are self-starters; that is, they usually plan ahead for their education and pay part or all of their own tuition. Preliminary evidence suggests that through social and educational association with the self-starter type, the disadvantaged person is often able to break through many of the cultural barriers which limited his perspective. His attitudes and motivations in this environment may undergo more positive changes than in places where he meets only others with his own problems.

Private institutions have in many instances adjusted their curricula to provide remedial instruction, orientation to employment, and scheduling to meet the needs of the manpower trainee. Further, while responsible private school directors are notably concerned with their "product," perforce adapting to employer needs, they often work closely and imaginatively with trainees to bring them up to these standards.

III THE MEANS OF TRAINING



The breadth and diversity of the manpower training program require a broad range of instructor skill and experience, many different curriculums, and a tremendous range of teaching methods and materials.

Currently, about 8,000 instructors are engaged in institutional or coupled training provided by the manpower program. One in ten teach basic education or prevocational training, while the other nine are skill instructors.

About 20 percent of all manpower instructors work in five fields, training auto mechanics, welders, machinists, nurse aides, and licensed practical nurses—each representing about 4 percent of the manpower teachers. Trainers of cooks, stenographers, and clerk-typists are next in numbers, with 2 to 3 percent of the total in each group. Smaller proportions (about 1 percent each) teach courses for draftsmen, autobody repairmen, and general office clerks. More than a third of the manpower skill trainers are in a wide variety of miscellaneous courses. Since 1962, the manpower program has offered training in a steadily increasing number of skills, now represented by over 600 different courses—for tool-and-die workers, dental technicians, laboratory assistants, gardeners and groundsmen, fish filleters, cooks of foreign specialty foods, and many, many more. Five distinct courses have been offered for draftsmen alone, each teaching different levels of skill and different specialties.

Instructor Recruiting and Retention

Information from project directors, State administrators, and advisory committee members indicates reasonable success in locating and hiring instructors to teach the skills called for in local projects. The instructors vary greatly in the backgrounds and skills they bring to the program and in their ability to relate to trainees. Generally, however, the levels of competence obtained have been satisfactory.

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Recruiting of instructors has frequently been by word of mouth, with some help from local teacher organizations, the employment service, and unions. Often a nearby industry is asked to lend an instructor to the project for the training period. This procedure has two great advantages. It assures that the instructor will be familiar with the processes and equipment used by the industry, and it satisfies the employer that the trainees will know and meet the standards of his shop. Where close relationships have been established between industry and the teacher, improved manpower training has resulted. Such a relationship also makes placement easier; an employer who has lent a teacher to a project is likely either to ask for trainees before the end of training or to hire a number on completion.

A field survey conducted in the fall of 1967 attempted to identify the major sources of teaching staff. Although the projects visited may not be wholly representative, the responses were revealing. Substantial numbers of the skill trainers are people who have learned their skills in industry, retired persons who have joined the manpower program, and those on leave from industry. Some are part of the vocational education system, many of them retired teachers. Fairly large numbers of manpower trainers are young people without prior teaching experience. Concern for the success of the disadvantaged, the challenge of teaching adults, and the experimental nature of the program are important attractions to all of these groups.

Project directors report, however, that in spite of recruiting successes, instructor retention is a problem. Job insecurity is high, primarily because of the difficulty of rescheduling projects promptly and the frequently long delays between the end of one project and the start of another. Part of this is inherent in the nature of the manpower program, in which current employment conditions dictate training plans, and part of it is due to delays in funding.

Teachers often remain in manpower training because they feel a commitment and because the program offers opportunities for personal responsibility and flexibility they did not find in other classroom situations or in industry.

But there are negative factors as well. While manpower pay scales are generally comparable to those in other vocational programs, slightly higher in some places and lower in others, fringe benefits are generally much inferior. Such benefits as insurance, pensions, paid leave, seniority, and tenure are frequently not offered at all, and where they are offered, they are usually much less adequate than in other programs.

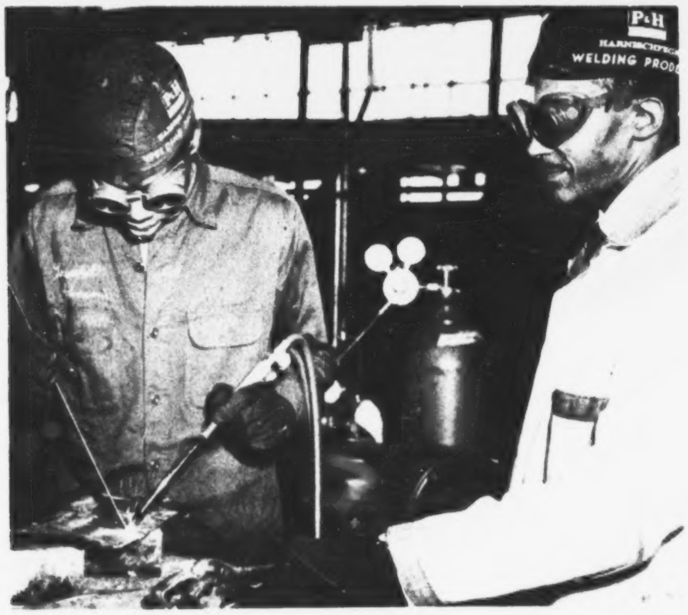
Manpower training regulations call for a 40-hour week, as compared with 30 or less in most schools. Because the teaching day is longer, more of the project's business must be handled on the instructor's own time. A few projects have been budgeted to include costs of holding staff meetings on project time, but in most cases these meetings are after school hours or are worked in during the day whenever time can be made available.

Job insecurity is also a negative factor. To some degree it is built into the program, and the individuals who accept jobs as manpower project staff know that they will be temporary. But in many cases additional insecurities arise, as when funds are cut off so that a planned recycling of a project must be canceled or when start-up is delayed beyond the scheduled time. Some of these problems could be at least partially met by provisions for hiring project directors and key teaching staff on annual contracts, rather than just for the duration of the project. Such annual contracts would help to lessen job insecurity, and would at the same time foster program continuity to provide services that are critical in aiding disadvantaged trainees.

The establishment of placement mechanisms could also help to reduce job insecurity among manpower instructors. Such mechanisms could be developed cooperatively by State employment services, departments of education, professional societies, and other groups. They would be used to refer persons from projects which are phasing out to those which are beginning or expanding, or help them to find other employment.

Teacher Training

Manpower instructors are usually well-versed in the skills they teach, but many need and have asked for training in classroom techniques. Particularly difficult have been the problems associated with understanding the disadvantaged or of teaching adults with a broad assortment of personal, family, and other problems. Where funds have permitted, inservice training aimed at orientation to problems peculiar to the manpower program or conferences and meetings designed to foster communications between projects have been offered.



EXTRA ATTENTION: MDTA instructor supervises each step of a trainee's progress.

In the past, the most readily available source of training for manpower instructors was through the State education system. Some States have teacher-trainers on their staffs, or hire consultants to assure that some measure of preservice and inservice training takes place. Additional States have requested funds for similar positions, yet shortages of teacher-trainers have made it impossible for some States whose requests have been approved to fill vacancies. Therefore, the amount of consultation available from this source is small.

In every State the vocational education system, which is generally the contracting agency for manpower training projects, is able to provide consultation on teaching methods and curriculums. The advice available from this source has been valuable, and heavy use has been made of it. Manpower projects, however, are often of shorter duration and greater intensity than regular vocational courses, because they serve groups who are difficult to teach. Consequently, inservice training for manpower instructors must prepare them to be flexible in adapting their teaching sequences and course content to meet the needs of these groups.

In response to the need for inservice training for manpower instructors, a series of workshops was organized during 1967, either to provide a brief period of orientation for teachers and counselors or to inform them more fully on current and prospective changes in the program. Some 30 workshops were held in 30 States, attended by nearly 600 teachers and counselors. They were designed to familiarize the teaching staff with improved methods and materials, and to acquaint both teachers and counselors with the specific problems of the disadvantaged trainee.

These institutes and workshops proved very useful. As one basic education teacher said: "It took that workshop to convince me of the differences between the trainees and my regular students, and that I needed different methods to reach them. Once I got that through my head, things began to move."

Many requests have been made for assistance in the States where no workshops were held. Also, many project directors, instructors, and counselors expressed a desire to repeat the experience. Communication between projects, either within the State or across State lines, was regarded as very valuable, and a number of suggestions were made for staff conferences and interproject visits, in addition to more workshops and institutes.

In further recognition of the need for teacher training, plans are in preparation to establish five regional training centers for manpower personnel to provide inservice training including programs for orienting staff to needs of disadvantaged trainees. These centers will be located so as to service all regions, offering training within the facility and providing for a traveling staff which can, if necessary, bring training services to instructors at individual projects.

Curricula, Methods, and Materials

Many of the skills taught in manpower projects are similar to those offered in public or private vocational schools, but each manpower course must be organized for the specific purpose described in the project proposal. The project development work frequently has to be done by persons who are not curriculum specialists and who must find technical assistance quickly.

MDTA trainee works at his own pace using programed materials.

Even where the courses to be taught are closely similar to the regular vocational education offerings in the State—such as welding, autobody repair, or stenography—it is not always possible to take over the school curriculum intact. Because the object of manpower programs is to place the trainees in jobs, courses are sometimes shortened to fit the employer's immediate needs. On the other hand, the characteristics of trainees, with their varying educational backgrounds, learning abilities, and work and life experience, often require the introduction of additional elements into the course.

One of the great strengths of the manpower program is that entirely new courses can be planned and put into operation rapidly. The broad scope of the Manpower Act has permitted the development of courses which an established school might regard as impractical or too temporary to offer. Manpower training programs have been set up for single groups of 20 or 30 trainees in response to a local need which could be met by supplying a small number of trained workers. For example, manpower courses have been developed for electroencephalograph technicians, zookeepers, hydrotherapists, insect control technicians, occupational therapy aides, and many others. The materials and teaching plans developed for such specialized courses have frequently been used later in other places.

Such new courses need to be carefully developed. Curricula must not only meet the needs of prospective employers and of the manpower trainee group, but frequently must also conform to State or local certification or licensing requirement. Where possible, development of new curricula consists of assembling relevant materials for existing sources; where necessary, consultations are arranged with special groups of experts.

State departments of vocational education have provided much curriculum information. Curriculum specialists in a number of State departments of vocational education have worked with State and local manpower training staffs in adapting vocational materials for manpower trainees. In a few States, curriculum specialists have been hired specifically to help manpower instructors build and adapt the curricula they need.

Local advisory committees, whose membership includes employers, manufacturers of equipment, union officials, and persons knowledgeable with respect to the occupation or cluster of occupations under consideration, have also been helpful in developing curricula and materials. They have helped decide on the level of skill to be taught, the number of hours of training needed, the instructional materials to be used, and the equipment and tools required.

These advisory committees have proven invaluable in establishing training sequences embodying the most modern skills and practices. They have also helped to locate competent instructors and provide access to the most modern equipment and methods.

Curriculum materials are also being developed through MDTA contracts with private schools, foundations, and other agencies. A well-known private school in Chicago, for example, is developing a "Manual for Teachers and Administrators of Educational Programs for Older Workers," which is intended to provide basic content along with background and general information for instructors and administrators who will be working with older workers.

A large urban vocational-technical school and a private contractor have combined efforts to develop a series of five 12½-minute, black and white sound motion pictures which will familiarize manpower instructors with attitudes and understanding they must develop to effectively train Negroes, disadvantaged youth, women, and older workers.

The same contractors are developing an instructor's guide keyed to five related student booklets to help MDTA instructors orient trainees to "the world of work." Specifically these five booklets deal with "You and Your Job," "Where Is It?" "How To Get It," "How To Keep It," and "Where Do You Go From Here?" These materials provide the disadvantaged trainee with information about the attitudes required in getting and holding a job. They offer basic lessons that are interesting, readable, and realistic for youth and adults who have too often found other educational materials dull, childish, or unrealistic.

Programed materials are being developed under contract by a private foundation in Alabama to give beginning manpower instructors adequate background in the instructional methods used in manpower classes. The instructor will be provided with color films, printed guides, tests, and bibliographies that he can use on a self-instruction basis.

The manpower training program's plans for future curriculum development include guides to train aides in the field of oceanography, where nonspecialized or subtechnical assistants are needed to carry out the rapidly growing program of research and development. No adequate curriculum for such assistants exists. A large curriculum study is also planned for the health occupations. This will identify curriculum needs and develop necessary guides and materials.

The U.S. Office of Education is also involved in curriculum development. It has contracted directly with a number of agencies to develop curriculum guides for manpower training programs. These guides are tailored to entry-level training, for the most part, and at the same time fit the wide range of individual pupil ability found in the typical manpower project. Curriculum guides are available or in preparation for office occupations, automotive service specialists, electrical appliance serviceman, licensed practical nurse, nurse aide, automobile body repairman, machine operator (general), sheetmetal worker, and draftsman, and for such new skills as vending- and coin-machine repairman. These guides must be written to relate to trainees whose reading and mathematics skills are limited, but whose interest levels are likely to be considerably higher.

Curriculum Clearinghouse

The U.S. Office of Education's Educational Resources Information Center (ERIC) has established 18 decentralized clearinghouses, each specializing in specific topical areas in educational research. The ERIC clearinghouse at the Center for Vocational and Technical Education, Ohio State University, provides abstracts of instructional materials. Published quarterly, these abstracts describe curriculum guides available in specific vocational and technical fields, showing course content and length, source, date of publication, and price.

The center also operates a subscription service for schools, occupational centers, and individual subscribers, acquiring, abstracting, and indexing governmental and nongovernmental publications in instructional fields. Individual instructors who do not have access to clearinghouse services can make requests through their State Research Coordination Units and local departments of instruction.

While manpower training has benefited greatly from the curriculum services available in the States, some benefits also flow in the other direction. The manpower program is an experimental area of vocational education, and innovations in manpower training programs have been used to expand and modify public school vocational programs. Individual manpower project directors and instructors have developed many new and effective means of presenting subject matter. Some of these have proved successful in other projects, and can be replicated for wider use, often at very low production costs. Efforts are now underway to collect these materials and aids and test them in other situations. A number of States have requested technical assistance in the identification of factors responsible for course or curriculum success and in measurements applicable to these criteria.

Facilities

Manpower training is done in many different kinds of places; former elementary schools, well-equipped skill centers, factories and converted factory and warehouse buildings, vocational high schools, and private schools. Some of the training is even conducted at night in manufacturing establishments which are operated during the day for production purposes. The diversity of manpower facilities and the success with which they have been converted to the teaching of modern industrial and business methods is a tribute to the flexibility of the program and the ingenuity of local and State project developers and staff. Training facilities are sought which are clean, well-lighted, centrally located in relation to trainee population, accessible to transportation, and suitable for housing the types of equipment needed in the project. Not all project buildings meet these standards. In most, however, the instructional area has been well subdivided, the rooms are clean, attractive, and well lighted and ventilated. Transportation is a frequently recurring problem which cannot always be solved within the limitations of manpower's temporary and intermittent planning and operations.

Equipment

MDTA has invested a substantial share of its training money in the most modern machinery and equipment for training purposes. Metalworking machines, earthmoving equipment, electronic materials and testing equipment, laboratory equipment, welding tools, etc. have been purchased and made available as needed to MDTA projects. If a project is to be renewed, the equipment and materials are kept for reuse; if it is terminated, a decision is made to store the equipment for future use, turn it over to a similar MDTA project elsewhere in the State, or ship it over State or regional lines for use in other MDTA projects. If the equipment is not immediately used elsewhere in the manpower program it may be loaned to the school system for temporary use.

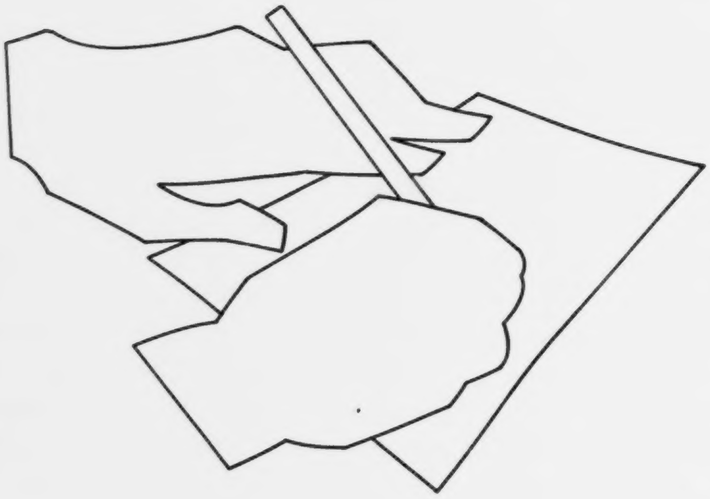
Excess equipment is utilized for MDTA training.

In early days of MDTA, equipment accounted for nearly a fourth of all expenditures approved by the U.S. Office of Education. In 1964, for example, equipment costs were 23 percent of the total expenditures of $90 million for training. By 1967, however, when the total amount approved for training (exclusive of training allowances paid) had risen to $106 million, the equipment cost had dropped to $7,556,000, only about 7 percent of the total Office of Education expenditure for the year.

A substantial part of this saving has resulted from the diligent efforts of manpower officials to utilize excess Federal property instead of purchasing new equipment for project use. All kinds of equipment have been acquired by this means, from helicopters and heavy construction machinery to electronic measuring devices and gauges.

In May 1967, an excess property coordinating unit was established in the U.S. Office of Education's Division of Manpower Development and Training to assist the regional program officers in locating, screening, and acquiring excess property for manpower purposes. Since the unit was established, the coordinators have reconfirmed the acquisition of all equipment, which as of December was valued at $34,459,000. Savings based on the estimated cost of excess property if purchased totaled over $14,315,000.

IV NATIONAL PROGRAMS AND SERVICES



Although the bulk of manpower training is carried out through Federal-State agreements, an increasing proportion is being arranged under national contracts. The 1966 amendments to the Manpower Development and Training Act provided that 80 percent of the training funds would continue to be apportioned to the States and spent through agreements with State education agencies. The other 20 percent would be expended by the Secretary of Labor and the Secretary of Health, Education, and Welfare as required by the Nation's manpower needs. Establishment of this national fund has added a needed element of flexibility to the training program, making it possible to move quickly to set up training opportunities where unforeseen needs develop.

The national projects have been developed to meet critical current needs where other methods were not readily available or feasible. In some cases, a contract has been developed with a nationwide or regional organization which could set up small units at a number of scattered locations, all subject to a single administrative head and using the same curriculum materials and plans. In other cases a national project has been set up because the States involved were constitutionally unable to contract across State lines, or for some other reason could not do the job.

National projects now number about 50, with approximately 35,000 trainees from every State in the Union. The national contractors include a wide range of management auspices, including unions, trade associations, business and industrial companies and associations, public and private agencies, and schools.

These national programs vary a great deal in size, complexity, and character. Some train fewer than 50 persons, and one has over 3,000 persons in its various locations. Some offer highly skilled training, such as tool-and-die work, while others teach basic education and communications skills, or entry-level occupations. Many of the trainees in national projects, like those in projects operated under Federal-State contracts, are drawn from the population groups most in need of help: young people, Negroes, older workers, residents of redevelopment areas, the underemployed, women, Spanish-speaking workers, and American Indians. No standard education or training program has emerged in the brief history of the national program. On the contrary, the size of the projects, the skills taught, and the methods of teaching and counseling vary more widely now than they did when the first projects were organized.

National manpower training projects under the Office of Education are of several types: coupled (institutional, supplementary, or related training in conjunction with on-the-job training); programs for residents of redevelopment areas (RAR projects); and national institutional projects. Experimental and demonstration projects are also contracted for nationally; these are discussed separately in chapter V.

National Coupled Projects

National coupled projects combine on-the-job training with supplemental or related training conducted in the classroom or at the jobsite. In these projects, the Department of Labor is responsible for the on-the-job skill training and usually contracts with employers to provide it. The Department of Health, Education, and Welfare is responsible for basic education and related classroom instruction. Under certain conditions trainees may receive training allowances while enrolled in the classroom phases of the coupled program. In 1967, 34 such coupled programs enrolled 27,500 trainees. In some cases the basic education or related training is provided by the public schools. In others, it is organized and offered by industrial corporations, unions, trade associations, and foundations.

A national coupled project, in which an operative plasterers' and masons' international union and a national trade association are pooling their efforts and using Federal funds, will train 1,502 persons in cement masonry and plastering. The training will be provided at three levels: preapprentice, apprentice entry, and journeyman upgrading.

Another national coupled project under contract with a labor union, trains 1,500 men in the jobs of construction laborers. Trainees receive 4 weeks of related instruction in the language of the trade and the safe use of modern construction equipment and materials. They learn how to service, maintain, and use such equipment as airhammers, power tampers, power buggies, power chainsaws, sandblasting equipment, small air tools, and power drills. In addition, they are taught such skills as simple blueprint reading, formsetting, and pipelaying. Two-thirds of the trainees were to be drawn from the disadvantaged group. The trainees receive allowances during this phase of training. After the institutional phase the trainee goes into 4 weeks of on-the-job training; during this time he receives wages.

In another coupled training project, 1,200 disadvantaged unemployed and underemployed men receive training in several occupations in scrap metal yards. These trainees will be placed in the yards of steel companies and will work sorting various types of metals acquired by the companies as scrap. The trade association which contracted for this program first proposed only related instruction with the on-the-job training. Later they asked that the contract be amended to include and provide for basic education, which they had concluded was needed. They contracted with a nonprofit educational organization to provide the teachers and the basic education program during the institutional phase of this project.

An electronics manufacturing company has a national coupled project to train television technicians in six centers scattered over the Nation. Each center operates a training program developed by the company over many years of experience. Each has classrooms, shops, and laboratories; the laboratories simulate the home environment in which the repair technicians will work. The trainees are referred to projects by a local service organization, and are screened by the local employment service and the company. After selection, the trainee is sent to one of the training centers for 4 weeks of intensive train-

WORK EXPERIENCE: MDTA students train onsite in safe use of construction equipment.

ing. During this period the trainee's salary is paid by the contractor. The company also furnishes transportation, food, lodging, laundry, one long-distance phone call a week, and a tool kit. At the end of the 4-week period, the trainee who has passed all of his work returns to his company for the on-the-job phase of training, and he receives a wage increase of $5 per week. At the end of his OJT training, if he passes all of his work, he gets another $5-per-week increase, and may receive a third if he passes five home-study programs in the following 6 months.

Another national coupled program will train 480 seamen for positions as deck officers and engineer officers in the marine towing industry. These workers are on a rotating shift, with 2 weeks aboard ship and 1 week off duty. During 16 off-duty weeks they will be given 640 hours of training for 8 hours each day, 5 days per week. If at any time during the training period a trainee feels he can pass the national test for a license (Coast Guard license), he may apply. If he fails, he may continue his training. These trainees do not receive allowances for their training; however, they are paid wages by their employers during the entire training period.

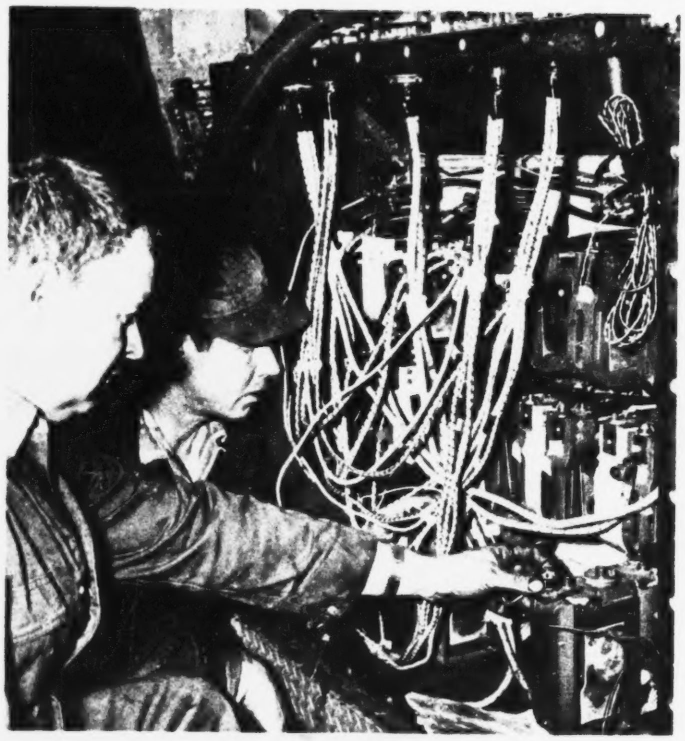
Cooperative occupational training closely resembles the kind of work experience and academic training successfully developed in public school vocational programs. In these projects, a very flexible mix of classroom instruction and school-supervised work experience is used, along with counseling and guidance, to help motivate disadvantaged trainees.

For example, in New England a cooperative program has been provided for trainees allowing them to alternate between school and the work station every other week for a period of 40 weeks. This instructional method allows the trainee to apply immediately the things he learns in the classroom; at the same time, classroom instruction helps him solve problems encountered on the job.

Planning for cooperative education for poverty-stricken persons from the rural areas of northern Florida was begun in 1967, and the project is expected to start early in 1968. Trainees will alternate between individual classroom instruction and work experience according to their individual needs. Some of the trainees have had some experience in one of the skills offered (cooks, nurse aide, upholsterer, general office clerk, auto mechanic, electric appliance repairman, and draftsman), and their initial assignment to work experience, prevocational training, or classroom work will reflect this experience and the need for supplementary training.

Projects for Redevelopment Area Residents

Any unemployed or underemployed resident of a redevelopment area designated by the Secretary of Commerce is unconditionally eligible for manpower training. The provisions of the Area Redevelopment Act, under which manpower training had been provided to such residents since 1961, were repealed in 1965 and consolidated in the Manpower Development and Training Act. The 1965 amendments to the Manpower Development and Training Act emphasized that the purpose of the RAR program is to help communities overcome economic stagnation through training programs closely related to economic development activities.



JOBS WITH A FUTURE: Two Virginia MDTA trainees do a rewiring job in the mine machinery maintenance and repair program.

The RAR program has set up a series of priorities directed toward economic development. The first priority is for training proposals which directly support loans and grants made to industrial and business firms by the Economic Development Agency of the Department of Commerce. Second priority is given to projects which support firms moving into redevelopment areas; these firms must not relocate or displace employees from other areas. A third priority is for projects that support local firms which are expanding their labor force. Other project proposals are held for funding consideration in the last quarter of each fiscal year.

During fiscal year 1967, a total of 335 institutional and coupled RAR projects were funded at a total authorized cost of $25,160,188, and 17,400 training opportunities were provided. Of these, nearly 11,000 were for institutional training. The total authorized cost of institutional training was $22,674,163, nearly two-thirds of which was for trainee allowances and subsistence payments.

Authorized institutional training cost per trainee averaged $672; total authorized institutional cost per trainee including allowances and subsistence payments averaged $1,898.

Institutional and coupled training was offered in 86 occupations in 12 occupational categories. Five categories (machine operator, health, welding, clerical, and agricultural) accounted for 70 percent of all trainees. Thirteen coupled projects enrolled about 4,400 persons, at a total cost of $2,486,025. The educational components of these projects emphasized the basic education and related instruction necessary for occupational proficiency.

During fiscal year 1967, the RAR program was especially directed to disadvantaged persons, including Spanish-speaking workers, American Indians, and Negroes residing in rural areas and urban ghettos.

RAR funds are also used to provide machine-operator training in Project SEED (Skills Escalation and Employment Development) in Newark, N.J. Unlike other programs, SEED accepts every able-bodied applicant with no test of ability or interest, and starts him in training immediately. Local industry has involved itself heavily in this part of the program, contributing both money and equipment for the training of machine operators.

The Department of Labor and the Department of Health, Education, and Welfare also worked with the Bureau of Indian Affairs to train 120 American Indians in the skilled trades involved in home building on reservations in North Dakota. Occupational training provided for this project was closely related to basic education, so that each segment of the work could improve the other.

A Texas manufacturer is training 750 Mexican-Americans as aircraft assemblers in an RAR project. Funds from the Labor Department mobility demonstration programs are available to relocate the families to job areas near Fort Worth, Dallas, Orange, and Beaumont. Many language difficulties have been encountered, along with other problems of the move from rural to urban living. The basic education component of the project improved both the language ability of the trainees and their adjustment to urban living.

From a Redevelopment Area: A former MDTA trainee on the job.

In still another project, poverty in the Appalachian region is being attacked through an AFL-CIO union project to train 3,000 persons in a variety of occupations.

National Institutional Training Projects

National institutional training projects are arranged by the Secretary of Health, Education, and Welfare when he determines that training could be made available more promptly, more economically, or more effectively in a national program than through State channels. This may occur when a project involves crossing State lines or when the State is for some reason not in a position to act as sponsor. These national institutional training projects, although few in number, are important in making training opportunities more fully available.

In fiscal year 1967 institutional training projects under national contract enlisted the resources of 75 private schools in 12 States, using individual referrals extensively. (One or more trainees assigned to instruction individually rather than as a class are termed "individual referrals".) In this way, 1,569 persons have received occupational training for computer technology, retraining of professional nurses, building service and maintenance, etc.

The experience of the manpower program is increasingly demonstrating that a job alone will not satisfy the aspirations of many individuals. Teachers and counselors report that more and more trainees want high school diplomas for their own sake—regardless of whether employers demand them—and will make sacrifices to get an education. Trainee attitudes toward the skills they learn and the associated education are eloquently illustrated in the comments of one trainee. A widow with a ninth-grade education and two children, she had been unemployed when she enrolled in a custodial union's project in Washington, D.C. Her instructors say that when she arrived she was "cynical and doubting." Here is what she wrote at the end of the program:

> Upon entering this school, my first thought was this is an easy gig and I can fool them (the instructors) for 13 weeks so I could get that check. But that first day proved to be quite an interesting day for me. * * * and in the first few weeks, I went through some very swift changes. I started learning and experiencing things that I thought I knew.
>
> I figured if I could get that much without trying, then I could get a lot if I applied myself. * * * Now that graduation is upon me, I feel that I am graduating from Yale or Vassar. I didn't think I would ever want to do custodial work, but now that I am a graduated custodian, there is nothing I'd like better than to pursue my profession.

When she began training, she needed medical treatment, which she was encouraged and assisted to obtain. After 13 weeks of training, she was gainfully employed, confident, and proud of her work.

Other trainees in this project range in age from 21 to 62, and have spent as much as 12 or as little as 3 years in school. Most are men, and about 97 percent are Negro. These people had been poorly prepared, both educationally and personally, to earn a satisfactory living. All of the trainees are placed in jobs before completion of training and then are followed up after leaving the training program in a year-long progress check.

While in training, each student is given a physical examination through the Vocational Rehabilitation Service. Some have been fitted for glasses, false teeth, etc., and some have even had surgery performed. Their wages after training were a testimonial. Trainees in the last class averaged $1.35 an hour before training. After training and placement, the average wage was $2.04, an increase of 51 percent on the average.

In contrast to the custodial trainees, the computer programers and operators being trained by a private school have high school diplomas or their equivalent. Male trainees outnumber females six to one, and there are twice as many nonwhites as whites. The average age of the trainees is 27: the oldest to date is a 51-year-old man now working for the Federal Government. He, like a number of other students who take Government jobs upon completion of the course, earns a starting salary of $5,330 annually. The starting salary of some who go into private industry is as much as $7,600.

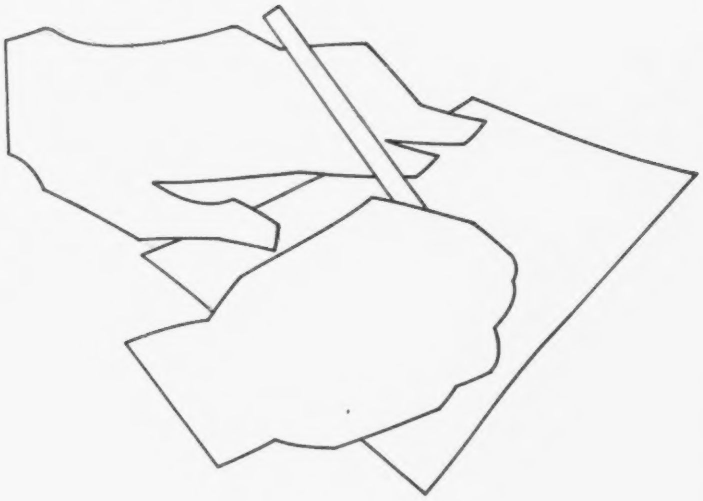
All the programs designated as institutional training programs are under the supervision of public or private agencies. The teaching includes basic education, prevocational and vocational training, reorientation or refresher training, communications skills, employment orientation, and supplementary or related instruction.

Because it is not always feasible to set up classes and hire teachers for new projects, a pilot individual referral plan was developed. In 1966, a contract with a State association of private schools provided for individual trainee referrals to nine different private schools in Nebraska. Seven of the nine women enrolled were white heads of households with dependents; two of the six men were physically handicapped and one had been in prison.

Early in 1967 a further step was taken to make greater use of private schools. A national association of private schools provides services to facilitate direct referrals of individual students to 55 private schools in the States of Arkansas, Indiana, Louisiana, Oklahoma, South Carolina, Tennessee, Texas, and West Virginia. In November 1967, 503 trainees had been enrolled, with an average of 714 clock-hours of instruction. Average tuition cost was $624, and average trainee allowances amounted to $1,223. The average tuition cost had dropped from $680 earlier in the year. Most of the 520 trainees enrolled in this program are in training leading to jobs in basic office occupations. The full list of courses provided includes training for automobile mechanics, wheel alinement specialists, and welders.

Private schools are another resource for learning and earning.

V INNOVATIONS AND EXPERIMENTS



Many manpower projects have been organized to attack specific problems of training, and they have developed new ways to meet them. For example, certain groups among the unemployed or underemployed—including disadvantaged youth, older workers, minority groups, Spanish-speaking workers, unemployed women, functional illiterates—because of their particular deficiencies and situations need different kinds of training programs if they are to benefit from basic education and occupational training. Some of the manpower programs developed for these groups are wholly novel. Others have features adapted or modified from the vocational education program.

The whole manpower training program is, in a real sense, experimental and innovative. It was developed for the quick training of a wide variety of people—for those who had been out of school for many years, some who had left school early, for persons of many different ages and social backgrounds—all of whom needed jobs or upgrading and whose interests would not, for various reasons, be served by return to high school or vocational school. The manpower training programs were organized quickly to meet immediate problems, and much innovation was done to tailor the course offerings to community and individual needs.

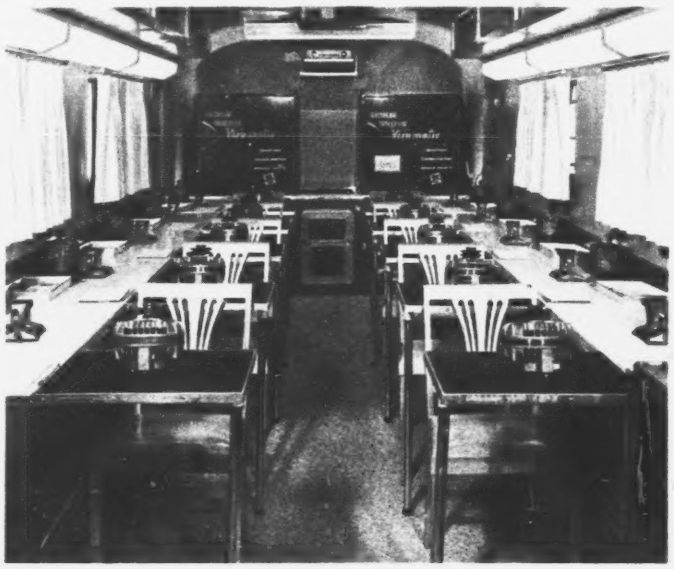
For certain groups, for example, arranging the daily routine of trainees in other than a 9–3:30 classroom situation has proved effective in combatting high absenteeism and dropout rates. At the Muskegon Skill Training Center in Michigan, trainees take coffee breaks and smoke breaks as any other worker would during their 8-hour work and study day. Their school is a former factory building and the teachers are specialists. The trainees, all of whom are high school dropouts, are made to feel that they are not in school, but on the job in a business office or factory. Consequently, the rules and regulations of the ordinary high school don't apply. The trainees are reminded, in individual and group counseling sessions, that neatness, cleanliness, and concern for the opinions of others affect their job chances, and usually nothing more is needed.

In the worst winter weather, absenteeism is less than 20 percent. The center, which won Parade Magazine's Pacemaker Award for strides in federally sponsored educational programs, has no dropouts, and 200 young people have been graduated in the past 2 years. After 26 weeks of prevocational exploration, they have been trained in auto mechanics, machineshop, woodworking, welding, building maintenance, food service, clerical skills, retail sales, or hospital aide work. More than 70 percent of the trainees have found places in the business and industry of the community.

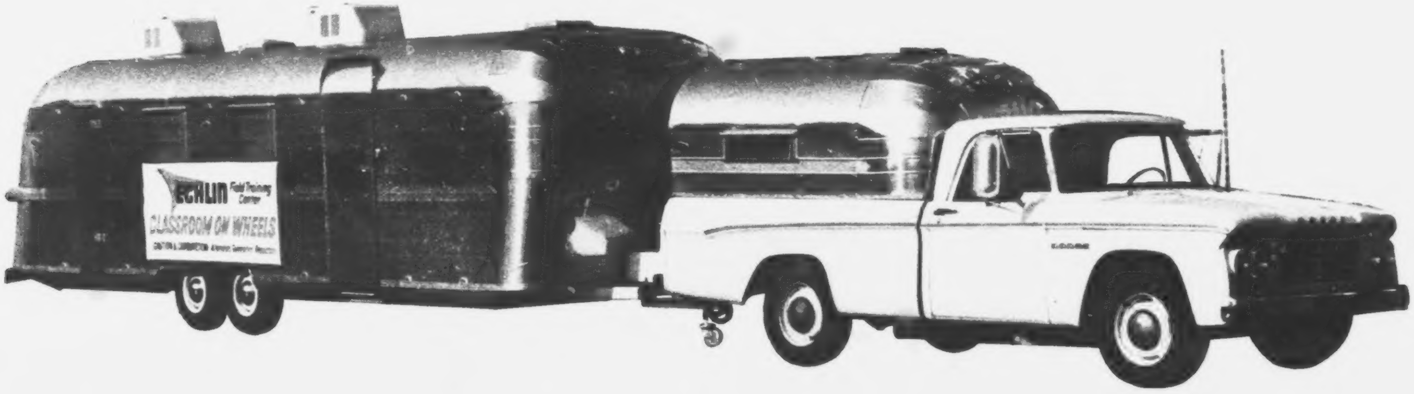
In Connecticut, a new mobile tuneup unit—a miniature garage on wheels—visits 14 vocational-technical schools in the State to offer special instruction in auto motor tuneup. The mobile training unit, which is a van towed by a cab tractor, is manned by two auto maintenance experts, both certified teachers. The unit generates its own power for light, heat, air conditioning, and machinery operation. Its equipment includes carburetors, alternators, voltage regulators, air pumps—everything that is needed to teach motor tuneup work. The van also contains a smog-control unit for teaching maintenance of the devices required on all 1968 cars.

Motor tuneups are needed by most cars at least twice a year, and industry surveys report that Connecticut alone now needs 5,000 more tuneup technicians. The unit has already trained 30 disadvantaged, unemployed, or underemployed persons for entry positions in the tuneup field. Over half of these have found jobs as tuneup men, earning as much as $3.50 an hour. In addition, other men already working as tuneup technicians have taken 2-week refresher training courses available in the unit between 5 and 10 o'clock each evening.

A cooperative effort between nine major steel companies, the steelworkers union, and the Federal Government illustrates another type of E&D innovative program. This program attempts to show how persons with very little education can, with proper training, be employed in or upgraded into responsible industrial jobs. Under a contract between the Office of Education and the Board of Fundamental Education (a nonprofit educational institution), 1,600



CLASSROOM ON WHEELS: A miniature garage on wheels visits 14 vocational schools in Connecticut to offer training in auto motor tuneup. Manned by two certified instructors, the unit offers day courses for entry-level trainees and evening refresher courses.



steelworkers are receiving adult basic education as a step toward qualifying for further training and job opportunities.

A training project at Marshall, Mo., to improve the skills of farm workers resulted in good pay and steady work for some 300 unskilled Missouri migrant agricultural workers. The trainees had been earning less than $1,000 a year, many of them living with their families in dilapidated shacks. After taking the 24-week course, trainees were paid an average of $200 a month and employers provided a modern home to live in, two butchering hogs, a milk cow, 20 laying hens, a side of beef, and a piece of land for a garden. Some trainees also get a commission on milk marketed by their employers. The MDTA farmhand training project provides instruction in the feeding and care of livestock, farm machinery operation and repair, seedbed preparation, planting, care, and harvesting of crops, and general maintenance. Practical training experience is provided on 20 cooperating farms in Saline County for 16 weeks, following 8 weeks in shop and classroom work.

Improving Basic Education

The basic education program of the Detroit public schools is supplementing the more traditional approaches to adult education with newly created and adapted materials and devices—for example, the writing of original texts geared specifically to training and the work and home lives of students; adapting presently written materials to the reading levels of the prospective students; and constructing automatic electronic devices which, through programed tapes and individualized answering apparatus, will support the reading efforts of students. Such devices supply the occasional seclusion that many shy and sensitive adults require when reentering a formal educational environment. The use of such new and different equipment proves quite successful in altering the student's previous concept of school and provides immediate support and direction as he responds, correctly or incorrectly, to the work.

The manpower instructors in Hawaii's distributive and clerical training program have developed several units of study which correlate the basic education teaching activities with those in job training. This has been done in depth, lesson by lesson, and has proved quite effective in the short, concentrated manpower programs. The basic education instructor can prepare trainees for the lesson or units that are being taught in skill training. The occupational instructor, in turn, reinforces the learning that takes place in basic education.

Hawaii's manpower program has also taken a new approach to assure successful placement of trainees on jobs. Because the employment service's placement counselors do not recruit or refer to training, they usually have no contact with trainees until training is completed. A new program provides conferences between employment service and MDT counselors and instructors at intervals during training so that the problems and progress of the individual trainee can be discussed and noted by the placement counselor. The type of job the trainee is capable of filling is determined jointly, and during the last three weeks of training, a unit is conducted on "How To Get a Job."

The A. I. Prince Technical School Annex in Hartford, Conn., has broadened the concept of basic education for some 200 trainees to include prevocational exploratory training and job orientation. The trainees, most of whom are Spanish-speaking, are interviewed and counseled individually to help them choose wisely among the available training programs. They may even attend classes for a trial week in a particular program. Instructors concentrate on improving work attitudes, grooming, attendance, and fluency in English. (Four language experts are on the staff as counselors and instructors.) Since many of these trainees are ignorant of available medical facilities and why they should rely on them, a great deal of medical self-help instruction is included in the curriculum.

Serving Veterans

Project Transition was designed to offer supplemental training to servicemen who have 6 months or less to serve in the Armed Forces, to prepare them for civilian occupations. Pro-

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grams have been set up to offer training in appliance repair, drafting, industrial electricity, welding, data processing, and computer programing. During 1967, a pilot project served 424 trainees at Fort Knox, Ky., and 32 at the San Francisco Naval Base. Programs have also been offered through post offices near both bases. Training is scheduled to begin during 1968 at Camp Lejeune, N.C., and Randolph Air Force Base, Tex.

Late in fiscal year 1967, another nationwide project to meet the needs of returning servicemen was initiated. Project REMED, sponsored by the Department of Health, Education, and Welfare, the Department of Defense, the Veterans' Administration, and the Department of Labor, encourages former servicemen who have been trained in health occupations to continue their education in the health field or to enter civilian health jobs. The role of the Office of Education is to stimulate colleges and universities to set up special training programs in the health field and to develop literature which will encourage veterans, on discharge from service, to look into such opportunities. The Office of Education also encourages State departments of education to work with other State agencies in disseminating information about available health programs. The States are preparing directories of training opportunities in health occupations at all levels. These directories will be used by State employment service, vocational rehabilitation agencies, and public health coordinating units in guiding veterans.

Training Law Enforcement Recruits

In Springfield, Ill., the first class of Spanish-speaking police prerecruits was graduated in August 1967. All passed the civil service examination and the physical examination required to enroll in the police academy to become police officers. A similar program in New York City was established to recruit 1,000 police cadet trainees from the minority groups. Puerto Rican youth comprised a sizable number (25 percent) of the 325 that have been enrolled. The graduates are eligible to take the test for patrolmen. Many have been placed as narcotics corrections officers, patrol wagon operators, and apartment house security officers.

A 1-year program in Los Angeles to train minority group members as patrolmen has graduated 50 men to jobs in police departments in the city and nearby towns.

WELCOME TO THE FORCE: MDTA trains Spanish-speaking police recruits.

Training in Correctional Institutions

One of the early MDTA training projects at correctional institutions continued in operation in the prison in New Castle County, Del. A 34-week course trains adult inmates for the large number of welding jobs that are available in the area. Welding is taught by a welder with 24 years of experience. A retired high school principal teaches English skills, public speaking, and good citizenship. Of the first class of 14 graduates, two made news by turning down an early parole to finish the course. In a second class, 18 trainees were certified by the American Welding Society and placed on jobs in the welding field at an average wage of $2.72 an hour.

The Rikers Island Correctional Institution in New York set up a prevocational training program for inmates which terminates when they are released. The trainees are then referred to specific occupational training programs elsewhere in the State or, in some cases, directly to jobs.

Twenty inmates of the Federal Correctional Institution in Danbury, Conn., participate in a release program to receive training as production machine operators, cook-chefs, and electronics assemblers. The projects are conducted as part of the regular State MDTA program designed for disadvantaged unemployed or underemployed persons in the community. The enrolled inmates leave the prison with coffee and lunch to spend 6 hours a day at the Henry Abbott Regional Vocational-Technical School, where they are treated like any other manpower trainee. After completing training, the inmates—most of whom have less than 6 months to serve—are placed on jobs in local industries. A small part of the salary they earn is paid to the prison for their room and board, but most of it is saved for them until they are released.

Project First Chance in Columbia, S.C., provides basic education and vocational training during the last year of incarceration for prisoners of the South Carolina State Department of Corrections. Halfway houses are utilized for the last 3 months to help prisoners readjust as much as possible to life in society. This project has been developed in conjunction with State officials in several public agencies. Plans are being developed to make it part of the regular prison project.

A cooperative effort with the Georgia Department of Corrections has resulted in a project in Buford's State Corrections Institution for 200 first offenders. Occupational training in five areas—welding, drafting, auto mechanics, bricklaying, and building maintenance—is combined with indepth counseling and guidance and the development of language, reading, and math skills. Youths between the ages of 16 and 25 who are first offenders in other correction centers and work camps are transferred to this training and development center if selected for training.

Helping Older Workers

Experimental or pilot projects aimed at dealing with the specific problems of another target group—the older worker—have brought out a need for certain kinds of teachers, methods, schedules, and materials. The "job family" approach to training has been widely used in manpower programs for this group—for example, training for clerk-typist begins with filing and then proceeds to more complicated skills, allowing the trainee to advance as fast and far as his experience and ability will permit.

The older worker often shares with other disadvantaged persons a need for basic education. A few pilot studies this year have made use of the multioccupational training program (patterned after MDTA programs developed for youth) which combines supplemental services with training opportunities.

The pioneering efforts of officials of the Cincinnati Public Schools provided a practical answer to the shortage of skilled people for the Cincinnati machine tool industry. Thirty unemployed men, aged 45 years or older and with sixth grade education or less, were enrolled in the institutional phase of a training program to become engine lathe setup operators. The teacher was selected on the basis of training, education, maturity, and empathy for older, disadvantaged men. The classrooms and facilities of a programed learning and materials center, as well as a well-equipped machine shop in a technical adult high school, were available for basic education and work training. Twenty-one trainees completed the course, improved their reading ability, and went on to finish on-the-job training. In May, all 21 graduated from the 18-month program and took jobs in the city's machine shops. All these trainees, whose average age was 55 years or more, had received welfare payments, and one had not worked a single day in the previous 17 years.

Aiding Rural Workers

The problems of technological unemployment among the unskilled are not confined to

AN MDTA SUCCESS: *Preparing prisoners for the world of work outside the walls. Projects at Columbia, S.C., and Elmore, Alabama.*

the cities. In rural areas, too, and especially on the farms, machines and modern technology demand greater performance by farm and rural workers.

The success of farm management classes in Yorkville, Tenn., led one school superintendent to institute a manpower program under the State's regular vocational agriculture program to provide continuing instruction for farmers. Most of the trainees who completed the MDTA course are still living on farms and report that their net worth has been increased as a result of training. Some have obtained extra jobs, and many have put farm earnings back into land, livestock, or equipment. One trainee reports, "It taught me to use a pencil to see where I was making money and where I was losing it. I can go to a feed, seed, or fertilizer dealer and tell him what I need instead of asking him."

To increase earnings for rural workers, MDTA offers a variety of management and skills programs.

Another farm management course, at the Staples Area Vocational School in Minnesota, has adopted a family approach for residents of the surrounding agricultural community. Eighty farm families are participating in classes held in three stages of farm management, which include instruction in current farm practices and agricultural sciences, economic principles, and decisionmaking processes. The *Minnesota Farm Account Book* is used, and the trainees become acquainted with analysis of farm records of the area. The instructor works very closely with the farm family until it is able to make sound decisions on its own or with the help of resource people.

The Staples Area Vocational School has also trained 20 farm equipment mechanics. This MDTA course offers the only public school program for heavy equipment operation and maintenance in the upper Midwest.

Other programs are designed for persons living in rural communities whose limited skills on the farm have been replaced by machines. Eighteen hard-core unemployed men in Bell County, Ky., were trained as building maintenance men, receiving instruction in carpentry, plumbing, electricity, and painting. The men received experience in every phase of building by constructing a house from start to finish. They worked on an "economy house," which had been designed by Berea College and the University of Kentucky for the Appalachian region to be within financial reach of the average family in southeastern Kentucky. The manpower program furnished the tools. After completion, the house was left vacant for several months to encourage visits from interested residents of the area, and the trainees prepared a list of the materials and costs involved for use by anyone planning to build such a house.

Project SEESAW (Special Extension Education for Secretarial and Agricultural Workers) provides men and women of four isolated rural parishes in southern Louisiana with basic education, job skills, and personal development guidance that enable them to get and hold jobs. Three training centers—two for 90 women learning secretarial skills and one for 60 men in welding and mechanical skills—were set up by the Institute of Human Relations of Loyola

University in New Orleans. After 6 months of training, 134 were graduated—a remarkable feat, considering that for most of the enrollees, this meant getting up before 6 a.m., traveling as much as 60 miles, meeting a grueling schedule of classes from 8 a.m. to 4 or 5 p.m., and getting back to their families about 8 p.m. For some, the trip to school was the longest they had ever taken.

One of the training centers was purposely located in a suburb of New Orleans to get the women into the habit of commuting from their outlying communities, as they would have to do once they got jobs in the city. The girls' pay after training averaged $300 a month. One Negro girl who had dropped out of school in the 10th grade and had worked as a maid for $80 a month now earns $410 a month as a receptionist at an aircraft company. In some cases, secretaries who have been placed are the first Negroes in their offices. The men, most of whom had known only seasonal work in the sugarcane industry for about 90¢ an hour, are getting a median wage of $2 per hour, and some are making $2.50. During training, counselors and counselor aides were available for individual sessions with each trainee every 10 days, and group sessions were held frequently. Counselors worked to build morale and instill self-confidence, visited the homes of trainees who seemed likely to drop out, and even acted as marriage counselors. In the men's center, a woman counselor organized a group of the men's wives, who meet regularly for films and discussions on such subjects as early marriage, personal health, and sewing instruction.

Learning by Doing

The failures that have previously plagued individuals enrolled in manpower classes are a good indication to innovative instructors that learning in an academic classroom situation is seldom enough for these people, especially those with low reading and comprehension skills. The manpower trainee needs supervised experience in doing what will be expected of him when he gets a job.

The instructor of a marketing-retail class at the Manpower Training Institute in Ogden, Utah, for example, believes that the best way to learn how to run a grocery store is to do it. His 15 students set up a grocery store, with mock products: they stock the shelves, keep the books, check out customers, and order merchandise. The students manage a complete bookkeeping system: the books are closed once a month, so that the class gains experience in preparing business reports, financial statements, and other related work.

Home builders training programs are in operation on the Fort Berthold and Turtle Mountain Indian Reservations in North Dakota. One hundred and twenty men, many of whom are over 45, specialize in carpentry, masonry, electrical work, plumbing, or heating. They put into practice what they learn in the classroom by building homes on the reservations. Since most of the trainees lack any previous work experience, the program stresses proper work attitudes and attention to the requirements of the work situation. For their work in the classroom and on the homes, trainees receive credit as journeymen, and can use FHA financing to purchase the homes they have built. It is anticipated that most of the trainees will obtain regular work in the rapidly developing home construction industry on and off the reservation.

Training in Spanish

Many manpower programs have provided training opportunities for Spanish-speaking individuals, particularly in southwestern States, but also in Spanish-American communities of other States. Illinois has developed several projects for members of the Spanish-speaking population of Chicago, including occupational training in electrical assembly and wire soldering. Instruction is offered in both English and Spanish, and special efforts are made to teach the underprivileged trainees to pass aptitude tests.

In an upgrading program for professional workers, 10 exiled Cuban optometrists were enrolled in a 2-year program to prepare them for New York State licenses.

Mentally Retarded Trainees

Several manpower projects have been developed specifically to serve mentally retarded trainees. The largest of these was developed through a direct contract between the Office of Education and the Davis Memorial Goodwill Industries of Washington, D.C. During 1967, its second year of operation, training opportunities were provided for more than 125 persons. Though most of these people are still in training, about 20 percent have been placed in employment outside the sheltered workshop.

Minnesota has conducted four projects for the mentally retarded. Training is conducted in area vocational schools and State hospitals at Faribault, Cambridge, and Brainerd and at the State school in Owatonna in the occupations of nurse aide, food service, and housekeeping. One case of particular interest is a 57-year-old man who had spent all but 10 years of his life in an institution. He completed training and was employed as a kitchen helper, receiving $53 in take-home pay every 2 weeks. The project at the Owatonna State School was especially designed for youth 17–19 years old. None of those who completed the project and found jobs returned to the school. Their salaries ranged from 60c per hour plus room and board to $2.50 per hour.

Experimental and Demonstration Programs

Between 1962 and 1965 it had become clear that many trainees required more than skill training or basic education in order to become employable. The special programs authorized in the 1962 act for testing, guidance, counseling, and referral of youth were used to explore different training conditions and techniques. They were not primarily concerned with training as such, but rather with mobilizing environmental factors to aid in training. Their success led Congress in 1965 to amend the Manpower Development and Training Act to authorize the program to move "aggressively and imaginatively with a variety of experimental and demonstration projects." The Secretary of Labor and the Secretary of Health, Education, and Welfare have since worked closely together to sponsor innovative projects aimed at improving the performance of such special population groups as young workers, women and older workers, members of minority groups, residents of depressed areas, and persons with poor education or motivation for work.

A high proportion of the unemployed and underemployed were early dropouts from school. Some of these may lack the inherent capacity to learn, but the experience of many training programs in recent years is that the learning potential of many school dropouts is not measured by their school achievement. They may have learning handicaps which cannot be handled in a class of 40 or 45. They may have come from families or segments of society so steeped in poverty and frustration that the effort to learn did not seem worthwhile. Or they may have had physical or other problems which interfered with their ability to learn. For such reasons, they dropped further and further behind each year until they finally reached school-leaving age, or else they created so many problems in class that they were allowed to leave even sooner.

Also among the unemployed or underemployed group is the psychological dropout. He may have gone through school with his age group, passing from year to year and even finishing high school, despite performance well below grade level. Some manpower trainees have been found to be performing at fourth or fifth grade reading and arithmetic levels, even though they nominally completed high school.

Experimental and Demonstration (E. & D.) programs have developed a number of successful ways of involving such trainees in the training process. Outreach and counseling for placement in training have been developed in recognition that many disadvantaged persons are discouraged by the very idea of school and training. Counseling and job orientation are also used to show trainees that the training effort is worthwhile, and that their present condition can be improved. Personal counseling and guidance are helpful with many trainees who are adults with heavy responsibilities. For these, a sudden illness, the need for child care, or a legal matter can result in failure to come to class or a feeling that it is hopeless to try to finish. The E. & D.

programs have also demonstrated the value of diagnosis, both of physical defects and of reading deficiencies, to identify the nature of any learning problems and point the way to remediation.

About 80 percent of the participants in E. & D. projects have been minority persons, nine out of 10 of them Negro. The others have been mostly Puerto Rican or other Spanish-speaking individuals, plus a few Indians, Orientals, or others. Improving the employability of members of these racial minorities is a complex undertaking. It involves work with the individual to give him the training he needs to escape from his submerged social and economic status, and work with the community to eliminate the discrimination and prejudice which have contributed to his lack of qualifications. In many instances it also involves dealing with a language handicap.

A training and technology program conducted in Oak Ridge, Tenn., was designed to demonstrate the use of industrial and university resources in narrowing the gap between the industrial skills needed and the capabilities of the workers available. The project uses the resources of the colleges and universities near Oak Ridge, the Atomic Energy Commission, and a major industrial company. These organizations offer advanced training in physical testing technology, glass fabrication, mechanical engineering technology, machining, welding, and electronic technology. Persons eligible for training are mainly underemployed workers. The experiment involves the cooperative use of company, university, and Government resources to train and motivate employees, assess curriculum development, and improve teaching methods and guidance and other services. The program is being successfully demonstrated in Tennessee, with a very high placement rate.

Several projects were in operation during the year in the Nation's correctional institutions to prepare inmates for jobs upon release. Project Challenge, an experimental and demonstration project at Lorton Reformatory in Virginia, trained 170 prisoners, aged 17–25, all sentenced under the Youth Corrections Act, for jobs in seven occupational fields—automotive services, barbering, building services and maintenance, food service, clerical and sales work, interior-exterior painting, and welding. VISTA volunteers participated in the project in a variety of activities, serving as tutors, counselors, and discussion leaders. This project expired in 1967, and plans are being made by prison officials to make it part of the regular prison program.

The experimental and demonstration project at Draper Correctional Institution in Elmore, Ala., has utilized a volunteer college corps to work individually with inmates.

Opportunities Industrialization Centers

The Opportunities Industrialization Centers are experiments in self-help for disadvantaged unemployed, operated in ghetto areas with community and Federal support. Institutional training funds are being provided to such centers in 17 cities.[1] Representatives of the poor serve on advisory committees with local business, industrial, and community leaders to voice the problems and hopes of the disadvantaged. Working together, the committee members advise on curriculum, equipment, and placement.

Trainees begin with orientation and testing which is followed by a "feeder" program of courses in basic skills and a continuation of guidance, testing, and prevocational orientation. The latter includes sessions for grooming and personality development, family planning and economics, civic responsibility, and minority group history.

Students then enter full-time skill programs in many centers staffed to offer day or evening classes to trainees who are heads of families. Various skill courses are offered to meet local training demands.

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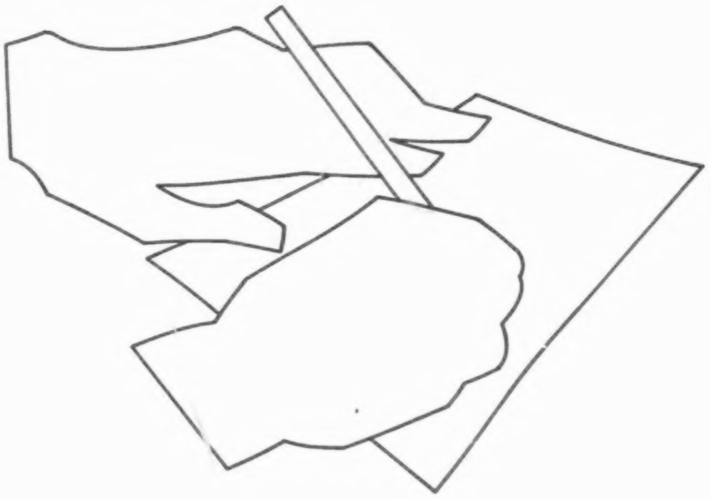
[1] Los Angeles and Menlo Park, Calif.; Roanoke, Va.; Harrisburg, Erie, and Philadelphia, Pa.; Oklahoma City, Okla.; Seattle, Wash.; Washington, D.C.; Little Rock, Ark.; Omaha, Nebr.; Milwaukee, Wis.; Cincinnati, Ohio; Minneapolis, Minn.; Camden, N.J.; Dallas, Tex.; and Jacksonville, Fla. A number of additional OIC's are participating in concentrated employment programs in several major cities.

VI EVALUATING TRAINING



Evaluating the manpower training program is a mandatory responsibility of the Secretary of Labor and the Secretary of Health, Education, and Welfare. Responsibility for evaluation also rests with the States and with project officials.

A data reporting system was established at the beginning of the program to provide current management data and the basis for continuing systematic research and analysis. Data are available on the numbers and personal characteristics of trainees, their economic status, the kinds of training in which they are engaged, the numbers completing training, extent of placement in jobs, their posttraining job experience, and the costs involved. These data show the effects of program changes over the years and provide substantial information for current operating purposes as well as for program planning and evaluation.

Efforts to make the manpower data even more comprehensive and responsive to management needs have been under way during recent months. The revision includes redesign of forms, reworking of instructions to the offices which report the information, and improvement of the data processing system. These changes will improve the quality of the data and make them available more promptly and completely to operating and analytical staffs.

Additional efforts are also being made to determine the best methods of obtaining other needed data. For example, little information is currently collected on the family background of trainees; little is reported on the effect of counseling or other types of supportive services; and too little is known about the effectiveness of teaching. These efforts include establishment of criteria to give better measures of progress toward program goals and improve the measurements used in applying these criteria.

The institutional training program has grown steadily since 1962. In 1963, the first calendar year of training, 57,400 trainees were enrolled. The number grew to 104,000 in 1964 and passed the 168,000 mark in 1967. The number trained in 1967 exceeds the number set forth as a target by the President, and is an indication of the acceptance of the program by both trainees and employers. The growth in part reflects the large number of trainees enrolled in projects funded out of previous years' appropriations.

Available data on job and training needs clearly show that all manpower programs taken together are still far too small to solve the problems of unemployment, underemployment, and inadequate job training. One of the leading manpower analysts in the Nation points out [1] that all remedial programs for the disadvantaged, of which the manpower training program is only one, enroll an average of only 300,000 people at any one time. But in 1967, 3 million people were unemployed, 15 percent of them for 15 weeks or more. About 1.3 million looked for but did not find any work; 1.3 million males between 25 and 64 did not look for work; and more than 5 million persons worked for less than the Federal minimum wage. The training program totals are too small to make any serious inroads on these figures. Perhaps even more serious is the number of people being added every year to the pool from which manpower trainees are drawn. Each year 30 percent of all students leave school before graduation from high school. To this number must be added another group of unknown size who are graduated from high school without having attained 12th grade performance levels.

During the nearly 6 years of the program's existence, emphasis has shifted to different aspects of the goals. As the unemployment rate has dropped, relative success has been registered in the original goal of retraining adults displaced by technological change and mechanization; at the same time, the competitive disadvantage suffered by other population groups has become more obvious. Congress has changed the law to emphasize other goals in the light of these changes, and administrative rulings have also shifted program emphasis.

A MEASURE OF SUCCESS: MDTA skill centers effectively train the disadvantaged.

Youth unemployment, recognized by Congress in the 1963 amendments, was the target of one of the earliest program redirections. Since then the plight of the unemployed among minority groups, in rural depressed areas, and in central city ghettos has become a matter of increasing concern. In response, the manpower program has devoted more of its efforts to finding and training those who are competitively disadvantaged in finding jobs. This also requires locating jobs whose basic prerequisites for training can be met by disadvantaged persons.

Measuring Progress

While the general improvement in employment is undoubtedly due in some part to the success of manpower training, so many other factors are involved that it is impossible to isolate the influence of manpower training. The effectiveness of the program is more adequately measured by the extent to which the program is reaching the disadvantaged, the proportion of trainees who complete the course in which they enrolled, the success of job placement, the increase of posttraining earnings over previous levels, and similar measures of specific parts of the program.

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[1] Mangum, Garth L., "Evaluating Federal Manpower Programs." Paper delivered before Industrial Relations Research Association, Washington, D.C., Dec. 28, 1967.

The discussion of trainee characteristics presented in Chapter I showed general increases in the numbers of disadvantaged trainees served, particularly since fiscal year 1965, and in their proportion of total enrollment.

The extent to which trainees finish their course of training is one measure of the success of the program. Presumably, if most of the people in the class complete their training or leave early to take a job, they have learned a skill and are job-ready. If, on the other hand, relatively few complete, the course may have been organized poorly, or the outlook may have worsened so that the trainees are discouraged, or some other factor may be responsible.

The proportion of completers who showed some evidence of disadvantage rose somewhat between 1966 and 1967. An increase of 900 from 1965 to 1966 in the actual number of completers with 8 years or less of schooling represented a drop from 16 to 13 percent of the total. However, in 1967 the proportion in this category rose again to 15 percent. For the same years, a steady increase has occurred in both the numbers and proportion of students with 9 to 11 years of schooling. In 1965, 24,700 completers (30 percent of the total) had 9 to 11 years of education. In 1966, 33,300 (31 percent of the total) were reported in this category. By 1967, the same group had risen to 35 percent of the total.

Nonwhites accounted for about 31 percent of all completers in 1965 and 1966. The actual number of nonwhites who completed institutional training in those years, however, increased by almost 9,000—from 24,300 in 1965 to 33,200 in 1966. In 1967, the proportion of nonwhite completers to all completers rose to 36 percent.

The number who leave the course early is also a measure of the project's success or failure. It is less than exact, however, because many people leave for reasons beyond the control of the project, and no program changes would persuade them to stay. Some leave because of ill health, or because they move out of the area, or because they cannot get day care for their children. Some leave to take jobs; if the job is in the general field of training, this termination is regarded as a successful completion. The objective of training has been achieved at lower than expected cost.

During 1967 about 14 percent of all trainees left before completion of the course. The rate is slightly lower in on-the-job training than in institutional training. Although the reasons for the lower OJT rate are not fully clear, they appear to include differences in reporting practices as well as program factors. A study is currently under way to clarify the differences. Poor attendance is the chief reason for early termination, accounting for 24 percent of the dropouts. Another 12 percent were attributed to "lack of progress," "inability to adjust to training," or "loss of interest." Because the program is leaning so heavily toward the disadvantaged, it is important to get at the causes behind these reasons, so as to start remedial action. It is necessary to know not only that attendance was spotty or progress poor, but also why. Where poor attendance is the result of inadequate day-care arrangements, for example, some sort of remedial action might permit the trainee to attend class and also make it possible for him to take a job on completion. Where poor health is the cause, medical attention may make the difference between completing or dropping out of class. To the extent that failure to progress reflects the trainee's inability to do the work, greater support for remedial reading, or provision for teacher aides, allowing more individual attention from the instructor, might be warranted. Much is already being done to improve manpower training to meet student needs, and additional resources are being organized to breach the barriers to training success.

A study of early terminations is under way as this report is being prepared. Conducted by the Department of Labor and the Department of Health, Education, and Welfare, the study is expected to provide some of the information needed. Also, the revision of the MDTA data reporting system currently in process is expected to provide more accurate, detailed, and prompt information on the causes of early termination, which will permit prompter and more effective remedial action.

From Trainee to Employee

Placement in jobs after training is one of the most important measures of program success. About 76 percent of all trainees were placed in jobs in fiscal year 1966, and about 72 percent in fiscal year 1967. The placement rate is higher for on-the-job than for institutional training, largely because the data include not only new hires but persons already employed who are being upgraded. These rates refer to placement in any type of job, whether or not it is related to training. Although a training-related job is the real program goal, for many trainees who must be extensively coached in appearance, attitude, and good work habits, placement in any kind of job is a real achievement for the manpower program.

The proportion of enrollees placed in training-related jobs is about 77 percent of the number placed in all jobs. That is, more than three out of every four of the trainees who get jobs are placed in fields related to their training. The placement figures vary according to the characteristics of the trainee group. A special set of tabulations prepared by the Department of Labor in 1967 showed that in 1966, 68 percent of the white completers and 55 percent of the nonwhite completers placed got training-related jobs, as compared with 60 and 49 percent respectively in 1965.

Level of school attainment before manpower training is apparently closely related to the placement of trainees after completion of training. The placement rate for completers with 12 years or more of schooling was 67 percent in 1966; for those with some high school education, 59 percent; and for those with 8th grade or less, 52 percent. While those with 12 or more years of schooling were placed more readily than those with less than 8th grade, placement of one out of two disadvantaged persons in training-related jobs speaks well for the success of training and placement efforts in the program.

Over 37,000 institutional trainees who completed training before April 1966 were followed for a year after the end of training to find out how many were employed and for how much of the year they had worked. Of the total, 83 percent were employed, 11 percent were unemployed, and 6 percent were neither working nor looking for work. The results for specific groups vary somewhat from these averages, ranging from 87 percent employment for all males to 79 percent for all females, for heads of families, and for workers with 8th grade or less of education. Of those who had jobs, four out of five had worked for more than 9 months in the year. The employment figure for specific groups ranged from 84 percent for whites to 80 percent for all nonwhites and 81 percent for both sexes over 44 years of age.

Increasing Earnings

Manpower training has demonstrated its value in increased trainee earnings. The following table shows a percentage distribution of earnings in the 12 months following training for all institutional trainees since 1962.

Over half of all trainees made less than $1.50 an hour before training; after they were trained, over two-thirds made $1.50 or more. For nonfamily heads, similar changes were evident, though earnings were at lower levels. Two-thirds of these had pretraining earnings of less than $1.50, while after training 63 percent earned over $1.50.

As evidence of the upward mobility of manpower trainees and the success of training in jobs offering advancement, the proportion of those earning $2 or more per hour after training is significant. Of the employed completers who reported earnings after training, 37 percent were making $2 or more per hour, as against 22 percent before training. The same figure for male completers rose from 33 to 53 percent, and for females from 10 to 17 percent.

Table 3.—Percent Distribution of Straight-Time Average Hourly Earnings of Employed Completers from Institutional Training, by Last Regular Employment Prior to Training and at Time of Last Contact (Within 12 months After Completion), United States, Cumulative Through January 1967

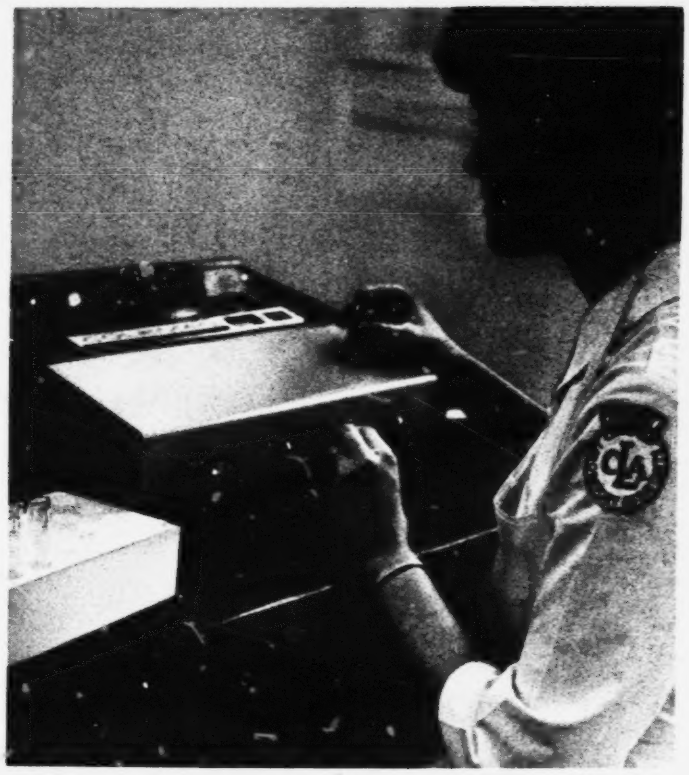
Straight-time average hourly earnings [1]	Total		Family heads		Nonfamily heads	
	Pre-training	Post-training	Pre-training	Post-training	Pre-training	Post-training
Total	100	100	100	100	100	100
$.50 to $1.49	55	33	48	29	67	38
$1.50 to $1.99	22	30	23	28	21	34
$2 and over	22	37	29	44	12	29
Male:						
$.50 to $1.49	43	21	36	20	57	23
$1.50 to $1.99	24	26	25	25	24	27
$2 and over	33	53	39	55	19	49
Female:						
$.50 to $1.49	72	47	72	46	71	48
$1.50 to $1.99	19	37	20	35	20	37
$2 and over	10	17	8	19	9	15
White:						
$.50 to $1.49	51	29	42	24	63	34
$1.50 to $1.99	24	31	25	29	23	35
$2 and over	25	40	33	47	14	30
Nonwhite:						
$.50 to $1.49	68	43	64	39	75	58
$1.50 to $1.99	18	29	19	28	17	31
$2 and over	14	27	17	31	8	21

[1] Includes only those reporting earnings in both time periods.

NOTE. Percent may not add to 100 due to rounding.

White workers showed a large gain, from 25 percent with hourly wages over $2 in the pretraining period to 40 percent after training. Nonwhites' earnings were much lower before training, when only 14 percent made as much as $2 per hour, but the proportion nearly doubled after training, going to 27 percent. The proportion of single persons earning $2 and over more than doubled. These are impressive changes, the more so because young workers and older workers, whose wages are likely to be low, together make up about half of the total.

The data on trainee earnings show that completers have more stable employment and higher earnings after training when compared with their own pretraining experience and with control groups who have not been exposed to training. Completers of institutional programs in the disadvantaged category still find it harder to get jobs than other completers, but they do better than those without training.



TRAINING FOR SKILL SHORTAGES: MDTA trainee learns to process blood samples in certified medical laboratory assistant program.

Cost of Training

Approved budgets for manpower training expenditures in the Department of Health, Education, and Welfare, rose from $33 million in fiscal year 1963 to $120 million in 1966; in 1967 they declined to $106 million. The funds are divided among expenditures for instruction, fixed charges, maintenance and repair, equipment, and other costs. In each year the proportion of the total devoted to instruction has increased (from 58 to 64 percent over the period). Fixed charges have tripled in their proportion of the total, though they still amount to only 12 percent. Maintenance and repair costs have held at 1 percent for the past 3 years, and other costs have risen from 9 to 16 percent of the total. Equipment costs on the other hand have declined sharply dropping from 27 percent of the total in 1963 to 7 percent in 1967.

The average approved cost per trainee of institutional training in the leading occupations is shown in the following table for fiscal years 1963 through 1967.

Table 4.—Approved Cost, by Occupation

Occupation	1967	1966	1965	1964	1963
Autobody repair	$1,235	$1,081	$1,098	$1,127	$1,183
Auto mechanic	1,252	1,114	1,117	1,326	1,208
Clerk, general office	732	529	599	619	301
Clerk-typist	659	524	532	399	423
Licensed practical nurse	1,576	1,330	1,193	1,359	1,066
Machine operator	1,095	931	889	997	727
Nurse's aide/orderly	317	202	158	192	123
Stenographer	723	660	588	608	557
Welder	871	848	642	996	884

The increase in approved cost per trainee for nurse aide training was almost entirely due to an increase in course length from an average of 176 hours in 1963 to between 400 and 600 hours currently. The increases in the other courses were at least partly due to the addition of basic education in a number of projects. It was not possible to separate it from skill training for this tabulation.

State Program Evaluation

The agreements between the Office of Education and State contracting officers stipulate that the States will evaluate their training and placement work. Most States conduct onsite evaluations of their projects to review organization and management of the project and to assess teaching effectiveness. State evaluation efforts have also focused on where and how training sequences should be adjusted to make them more responsive to local needs. For this purpose, the records of placement and followup are utilized, and constitute a major tool of evaluation. Curriculums are revised, training sequences changed, courses shortened or lengthened, and changes made in the equipment and facilities used.

A number of States compare budgeted costs with final costs to assess the accuracy of the original estimates and to make needed adjustments in the recycling process. This use of experience to correct the original estimates is an important aspect of management, which is being advocated in all States.

Short-run vs. Long-range Success

The measures described here attest to the short-run success of the manpower training program, within the limitations of available funds. These measures also clearly indicate that the program cannot be expected to meet the Nation's need for training of unemployed or disadvantaged persons unless it is drastically expanded. Manpower enrollments could be doubled if funds were available without significant increases in current administrative and training capabilities. Some skill centers are currently operating at less than half capacity, and other projects are also not full. Increases are needed in the funds available for institutional training; use of the skill centers should be expanded, and emphasis should continue to be placed on meeting the needs of the disadvantaged.

Additional Information Needed

While the data generally point to program successes, they do not distinguish among the successes of various parts of the program. They do not indicate, for example, what part of the general success is due to placement in training, to the training itself, to counseling or supportive services, or to job placement or followup after training. Thus, a trainee who gets a job may owe it in part to an unusually good teacher of basic education, in part to sage counseling, effective job placement, the availability of an outstanding "coach" on his first job, or to a fortunate combination of these. It would be advantageous throughout the program if the major factors responsible for success could be identified and a means of measuring, even roughly, the relative contribution of each could be devised. This will require the inauguration of a number of special studies, for which plans are being developed. Work is going forward between the Department of Labor and the Department of Health, Education, and Welfare, to identify the major factors in success and to work out means of measuring them. One such joint study was done in the fall of 1967, and another is under way as this report is written. It is expected that other studies will be developed and initiated in the current fiscal year.

APPENDIX A
STATISTICAL TABLES

Table Number

Summary data: training opportunities, funds authorized, enrollment, completions

A–1. Training opportunities and Federal funds authorized under the MDTA, by fiscal year and by program, 1963–68.
A–2. Training opportunities and Federal funds authorized under the MDTA, by State and by program, cumulative August 1962–June 1967.
A–3. HEW approved training budget categories for Federal funds authorized under the MDTA, by fiscal year.
A–4. Estimated MDTA trainee enrollment, completion, and employment, by State and by program, cumulative August 1962–December 1967.

Selected characteristics of trainees enrolled in

Institutional projects:
- B–1. Cumulative to date and for each calendar year, 1963–67.
- B–2. By sex, cumulative to date and for fiscal years 1967 and 1966.
- B–3. By age, 1967 and 1966.
- B–4. By years of school completed, 1967 and 1966.
- B–5. By race, 1967 and 1966.
- B–6. By State, 1967 and 1966.

On-the-job projects:
- B–7. By State, 1967 and 1966.
- B–8. Cumulative to date and for each calendar year, 1964–1967.

Coupled institutional/on-the-job projects:
- B–9. By sex, 1967 and 1966.

Trainees who dropped out of training

C–1. Selected characteristics by sex, 1967 and 1966.
C–2. Selected characteristics by age, 1967 and 1966.

Trainees enrolled in basic education

D–1. Selected characteristics by sex, 1967 and 1966.
D–2. Selected characteristics by State, cumulative through June 1967.
D–3. Labor force status, posttraining and pretraining hourly earnings of basic education "graduates" by sex and race, 1966.

Table Number

Labor force status of persons completing training in 1966

E–1. Labor force status and posttraining and pretraining hourly earnings of employed "graduates" by type of program.
E–2. Percentage of "graduates" through June 1967 having had some employment since training and the labor force status of persons completing training in 1966, by State.
E–3. Labor force status and posttraining and pretraining hourly earnings by sex and race.
E–4. Occupational group of training of persons leaving the labor force after completion of training and reason given for leaving.
E–5. Posttraining hourly earnings of employed "graduates" compared with their last regular hourly earnings.

Rural vs. urban county of residence

F–1. Selected enrollee characteristics by type of county of residence, 1967 and 1966.

Trainees 45 years old or older

G–1. Selected characteristics by sex and years of school completed, 1967 and 1966.
G–2. Labor force status and posttraining and pretraining hourly earnings by race and sex, 1966.

Trainees in health occupations

H–1. Selected characteristics by sex, 1967 and 1966.
H–2. Selected characteristics by State, 1967.
H–3. Health occupations enrollees by occupational goal and race, 1967.
H–4. Labor force status and posttraining and pretraining hourly earnings of health occupation course "graduates" by race and sex, 1966.

"Disadvantaged" trainees

I–1. Selected characteristics by sex and age, 1967.
I–2. Selected characteristics by States and percent of State enrollment considered "disadvantaged," 1967.
I–3. Labor force status and posttraining and pretraining hourly earnings by race and sex, 1966.

Table Number

Trainees referred to training courses on an individual basis

J–1. Selected characteristics by sex and age, 1967.
J–2. Labor force status and posttraining and pretraining hourly earnings by race and sex, 1966.

Public assistance recipients

K–1. Selected characteristics by sex and age, 1967.

Table A–1. Training Opportunities and Federal Funds Authorized Under the MDTA[1] by Fiscal Year and by Program, 1963–68[2]

Fiscal year	Total	Program				
		Institutional	On-the-job			Other-than-skill training
			Total	OJT (only)	Coupled	
Training opportunities (rounded to nearest hundred):						
Total	1,175,100	706,800	414,000	289,500	124,500	54,300
1968	135,700	72,700	58,500	30,000	28,500	4,500
1967	312,000	132,300	152,700	98,100	54,600	27,000
1966	314,500	169,200	122,500	98,700	23,800	22,800
1965	233,700	168,900	64,800	47,100	17,700	
1964	122,900	109,600	13,300	13,300		
1963	56,500	54,200	2,300	2,300		
Federal funds[3] (rounded to the nearest thousand):						
Total	$1,370,624,000	$1,106,243,000	$239,902,000	$120,530,000	$119,372,000	$24,479,000
1968	184,671,000	142,414,000	41,389,000	16,114,000	25,275,000	868,000
1967	346,711,000	240,813,000	93,713,000	36,776,000	56,936,000	12,135,000
1966	365,104,000	292,642,000	61,035,000	36,611,000	24,424,000	11,427,000
1965	281,595,000	245,049,000	36,546,000	23,810,000	12,737,000	
1964	140,754,000	134,339,000	6,415,000	6,415,000		
1963	51,788,000	50,986,000	802,000	802,000		

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[1] Includes training opportunities for persons referred to institutional and on-the-job training from experimental and demonstration projects and funds authorized for their training. Does not include training opportunities for persons who received special services only nor funds authorized to provide the special services. Funds authorized for special services were as follows: fiscal year 1963—$2,919,000; fiscal year 1964—$6,068,000; fiscal year 1965—$15,445,000. Beginning July 1, 1965, includes authorizations for training opportunities and funds for redevelopment areas under sec. 241 of the MDTA.

[2] Through Dec. 31, 1967.

[3] Public Law 87–415, sec. 231, provides for non-Federal contributions in cash or in kind of not less than 10 percent of the total cost for training in institutional projects effective with the beginning of fiscal year 1967.

NOTE. Detail may not add to totals due to rounding.

SOURCE. Office of Financial and Management Services, U.S. Department of Labor.

Table A–2. Training Opportunities and Federal Funds Authorized Under the MDTA, by State and by Program,[1] Cumulative, August 1962–December 1967

[Funds in Thousands]

State or territory	All programs		Institutional training		On-the-job training						Other-than-skill training	
					Total		OJT (only)		Coupled			
	Training opportunities	Total Federal funds [2]	Training opportunities	Total Federal funds [2]	Training opportunities	Funds	Training opportunities	Funds	Training opportunities	Funds	Training opportunities	Federal funds
Total	1,175,100	$1,370,624	706,800	$1,106,243	414,000	$239,902	289,500	$120,530	124,500	$119,372	54,300	$24,479
Alabama	18,100	21,874	12,700	19,027	3,900	2,368	2,900	1,443	1,000	925	1,400	478
Alaska	3,400	5,915	3,300	5,842	200	73	100	25	100	48	....	....
Arizona	12,200	12,833	5,900	9,285	4,300	2,845	2,100	1,253	2,200	1,592	2,000	702
Arkansas	10,700	10,444	5,800	8,710	4,900	1,734	4,300	1,372	600	362	....	....
California	143,200	165,148	72,300	127,173	64,300	34,743	40,300	16,865	24,000	17,878	6,600	3,232
Colorado	9,800	14,377	6,200	11,969	3,600	2,409	2,100	993	1,500	1,416	....	....
Connecticut	25,700	18,192	18,300	13,240	7,300	4,893	4,800	2,177	2,500	2,716	100	59
Delaware	2,800	2,730	1,500	2,332	1,200	398	1,000	183	200	215	....	....
District of Columbia	16,200	12,785	8,300	7,287	5,900	3,513	4,400	2,326	1,500	1,187	2,000	1,984
Florida	21,900	23,307	16,400	20,528	5,500	2,778	4,400	1,653	1,100	1,125	....	....
Georgia	23,500	23,352	11,600	15,677	9,900	6,694	6,500	2,892	3,400	3,802	2,000	981
Guam	300	362	300	362	....	....	....	....	....	....	....	....
Hawaii	3,800	3,140	2,200	2,130	1,600	1,010	100	133	1,500	877	....	....
Idaho	2,100	3,524	1,400	3,007	700	518	400	270	300	248	....	....
Illinois	74,100	94,115	47,400	75,601	23,700	16,640	17,000	8,096	6,700	8,544	3,000	1,875
Indiana	19,900	26,028	13,100	20,898	6,800	5,129	3,800	2,363	3,000	2,766	....	....
Iowa	10,100	16,775	7,200	14,753	2,900	2,022	1,500	724	1,400	1,298	....	....
Kansas	11,600	15,678	6,200	14,218	5,500	1,461	2,900	614	2,600	847	....	....
Kentucky	22,200	33,453	15,800	30,716	6,400	2,738	5,800	2,255	600	483	....	....
Louisiana	21,800	19,377	6,500	14,057	10,300	3,985	8,300	2,702	2,000	1,283	5,000	1,334
Maine	12,200	8,356	8,900	7,240	3,300	1,116	2,900	692	400	424	....	....
Maryland	19,100	14,152	9,700	10,150	6,000	3,393	3,800	1,276	2,200	2,117	3,400	609
Massachusetts	37,100	44,538	24,900	36,182	8,800	7,450	6,800	5,204	2,000	2,246	3,400	906
Michigan	48,600	70,817	29,700	56,988	15,300	12,470	9,700	4,221	5,600	8,249	3,600	1,359
Minnesota	18,200	26,229	13,000	23,916	5,100	2,313	3,700	1,136	1,400	1,177	....	....
Mississippi	17,600	25,703	8,800	20,451	6,300	4,983	3,900	1,717	2,400	3,266	2,400	269
Missouri	26,800	34,603	17,400	27,329	6,800	6,336	3,700	1,721	3,100	4,615	2,700	939
Montana	3,800	5,304	3,000	4,685	800	619	400	187	400	432	....	....
Nebraska	6,800	10,040	5,500	9,517	1,300	523	1,100	340	200	183	....	....
Nevada	4,700	5,470	3,200	4,778	1,500	693	500	98	1,000	595	....	....
New Hampshire	5,300	4,696	3,800	4,169	1,500	527	1,300	307	200	220	....	....
New Jersey	49,000	54,633	25,100	42,294	21,400	10,728	18,500	7,026	2,900	3,702	2,500	1,611
New Mexico	3,900	5,477	3,400	5,133	500	344	400	195	100	149	....	....
New York	106,400	148,204	62,000	121,318	42,400	25,585	32,400	14,564	10,000	11,021	2,000	1,300
North Carolina	21,400	18,461	9,300	14,562	12,100	3,899	9,700	2,277	2,400	1,622	....	....
North Dakota	3,800	6,994	2,600	6,047	1,200	947	800	376	400	571	....	....
Ohio	51,600	63,459	35,500	52,217	13,100	8,936	9,200	4,324	3,900	4,612	3,000	2,307
Oklahoma	11,800	11,460	9,000	10,137	2,800	1,323	2,200	1,137	600	186	....	....
Oregon	11,400	11,827	7,400	9,590	3,800	2,222	2,900	1,465	900	757	100	15
Pennsylvania	65,800	76,292	37,500	59,866	23,800	13,845	16,500	6,651	7,300	7,194	4,600	2,581
Puerto Rico	19,900	13,985	12,200	12,351	7,700	1,634	7,700	1,617	(3)	17	....	....
Rhode Island	4,300	5,508	3,100	4,743	1,200	766	800	450	400	316	....	....
South Carolina	17,400	16,150	11,700	14,787	5,700	1,364	5,400	1,098	300	266	....	....
South Dakota	4,000	5,314	1,600	4,093	2,400	1,221	2,000	526	400	695	....	....
Tennessee	24,400	26,029	12,700	20,234	11,700	5,795	9,900	3,850	1,800	1,945	....	....

See footnotes at end of table.

Table A–2. Training Opportunities and Federal Funds Authorized Under the MDTA, by State and by Program,[1] Cumulative, August 1962–December 1967—Continued

[Funds in Thousands]

State or territory	All programs		Institutional training		On-the-job training						Other-than-skill training	
					Total		OJT (only)		Coupled			
	Training opportunities	Total Federal funds [2]	Training opportunities	Total Federal funds [2]	Training opportunities	Funds	Training opportunities	Funds	Training opportunities	Funds	Training opportunities	Federal funds
Texas	41,100	$43,923	23,100	$31,455	13,400	$10,531	6,400	$3,222	7,000	$7,309	4,600	$1,937
Utah	4,500	6,663	3,300	5,893	1,200	769	900	559	300	210	....	....
Vermont	3,400	4,647	2,800	4,168	600	479	400	279	200	200	....	....
Virginia	14,500	14,280	10,800	12,533	3,700	1,747	2,800	1,080	900	667	....	....
Virgin Islands	800	307	800	290	(3)	17	(3)	17	....	....	....	....
Washington	24,200	21,152	19,600	18,523	4,600	2,629	3,300	1,420	1,300	1,209	....	....
West Virginia	14,700	12,710	7,200	8,838	7,500	3,872	2,700	1,423	4,800	2,449	....	....
Wisconsin	21,800	26,832	14,600	22,173	7,200	4,660	4,000	1,620	3,200	3,040	....	....
Wyoming	1,600	3,000	1,200	2,779	500	222	300	118	200	104	....	....

[1] Beginning July 1, 1965, includes authorizations for trainees and funds for redevelopment areas under sec. 241 of the MDTA.

[2] Public Law 87-415, sec. 231, provides for non-Federal contributions in cash or in kind of not less than 10 percent of total cost for training in institutional projects effective with the beginning of fiscal year 1967.

[3] Less than 50 trainees.

NOTE. Detail may not add to totals due to rounding.

SOURCE. Office of Financial and Management Services, U.S. Department of Labor.

Table A–3. Department of Health, Education, and Welfare Approved Training Budget Categories for Federal Funds Authorized Under the MDTA, by Fiscal Year

[Funds in thousands]

Budget category	Fiscal year of approval				
	1967	1966	1965	1964	1963
Total HEW training budget	$106,187	$120,123	$118,670	$89,863	$33,000
Percent of Total					
Instructional services	64	63	61	56	58
Fixed charges	12	8	6	8	4
Maintenance and repair	1	1	1	6	2
Equipment purchase	7	14	18	23	27
Other costs (n.e.c.)	16	14	14	8	9

Table A–4. Estimated MDTA Trainee Enrollment, Completion, and Employment, by State and by Program, Cumulative, August 1962–December 1967

State or territory	Institutional training				On-the-job training			
	Number enrolled	Completers		Percent of employed in training-related jobs	Number enrolled	Completers		Percent of employed in training-related jobs
		Number	Percent employed [1]			Number	Percent employed [1]	
Total	669,500	382,000	76	78	237,900	121,200	89	93
Alabama	12,700	7,800	68	76	2,600	1,200	91	96
Alaska	3,200	1,900	64	80	100	100	(3)	(3)
Arizona	5,600	4,000	71	83	2,200	1,500	85	97
Arkansas	5,700	3,700	80	81	4,000	2,300	92	91
California	66,400	39,000	70	82	31,600	17,300	90	96
Colorado	6,000	4,000	76	80	2,300	1,500	82	77
Connecticut	16,000	9,000	82	56	3,600	1,500	89	82
Delaware	1,500	1,000	59	67	500	200	46	67
District of Columbia	7,600	3,200	78	80	2,000	1,100	NA	NA
Florida	16,100	8,900	71	72	5,200	3,000	86	86
Georgia	10,000	5,000	75	77	6,300	3,500	91	93
Guam	300	200	77	55	----	----	----	----
Hawaii	1,900	1,100	77	82	1,200	700	84	90
Idaho	1,400	1,000	75	79	400	200	76	95
Illinois	43,500	20,000	77	85	12,100	5,500	89	94
Indiana	13,000	7,000	79	78	5,200	3,000	90	94
Iowa	6,500	3,200	84	80	2,400	1,200	88	88
Kansas	5,800	3,600	79	84	3,800	2,700	91	88
Kentucky	15,800	11,000	78	78	4,000	1,700	95	93
Louisiana	6,500	3,500	71	81	3,300	3,400	90	95
Maine	8,900	5,900	78	73	2,900	1,500	84	85
Maryland	8,800	3,900	71	81	2,800	2,000	95	96
Massachusetts	24,000	13,600	81	80	5,000	2,100	91	91
Michigan	29,500	21,000	79	82	8,400	4,400	87	89
Minnesota	13,000	8,500	82	86	4,000	2,400	83	89
Mississippi	8,700	4,000	71	68	5,100	2,700	95	97
Missouri	17,300	10,000	76	82	3,300	1,500	91	96
Montana	2,600	2,100	83	86	400	300	93	92
Nebraska	5,400	2,800	79	80	800	500	97	94
Nevada	3,300	2,200	67	78	1,000	400	82	95
New Hampshire	3,800	2,300	78	72	900	600	85	88
New Jersey	21,000	10,000	72	75	13,700	5,000	84	93
New Mexico	3,400	2,100	69	88	300	100	84	91
New York	60,400	25,400	77	83	18,700	6,500	87	93
North Carolina	8,500	5,400	78	74	7,000	4,400	91	94
North Dakota	2,200	1,200	82	83	800	600	88	86
Ohio	32,500	18,000	75	70	7,200	4,500	86	91
Oklahoma	8,300	4,600	83	74	1,800	600	99	98
Oregon	7,000	4,000	67	67	1,900	1,200	89	95
Pennsylvania	37,000	22,000	78	76	10,400	4,000	87	94
Puerto Rico	11,500	9,000	82	86	6,500	2,600	80	89
Rhode Island	3,000	1,700	80	74	800	600	96	95
South Carolina	11,500	7,300	68	69	3,200	2,000	95	98
South Dakota	1,200	700	86	89	1,400	1,000	82	93
Tennessee	12,500	9,000	70	69	9,800	4,800	88	92
Texas	23,000	14,000	76	78	7,900	4,000	93	97
Utah	3,300	1,900	69	75	1,200	800	81	84
Vermont	2,500	1,600	78	72	500	300	97	96
Virginia	9,100	6,000	72	76	2,000	1,200	84	90
Virgin Islands	500	300	(3)	(3)	(2)	(2)	NA	NA
Washington	18,800	12,000	79	72	3,500	2,500	95	95
West Virginia	8,300	4,400	65	73	3,100	1,800	86	96
Wisconsin	14,000	6,300	77	77	5,600	2,600	92	94
Wyoming	1,200	700	70	78	200	100	(3)	(3)

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[1] At time of last contact.

[2] Less than 50 trainees.

[3] The number of posttraining reports received were too few to permit reliable estimates.

NA. Not available.

NOTE. Detail may not add to totals due to rounding.

SOURCE. Manpower Administration, U.S. Department of Labor.

Table B–1. Selected Characteristics of Trainees Enrolled in MDTA Institutional Training Projects, Cumulative to Date and for Each Calendar Year, 1963–67

Characteristics	Cumulative, August 1962 through December 1967 [1]	Calendar year trainee enrolled				
		1967	1966	1965	1964	1963
Trainees enrolled	669,500	168,100	163,000	160,000	104,000	57,400
Percent of Total						
Sex:						
Male	59	56	58	60	60	60
Female	41	44	42	40	40	40
Education:						
Less than 8th grade	7	7	7	8	8	3
8th grade	10	10	10	10	10	7
9th grade to 11th grade	36	40	37	35	33	31
12th grade	42	37	40	42	43	49
Over 12th grade	6	6	5	6	6	9
Age:						
Under 19 years	16	15	15	19	16	9
19 to 21 years	23	24	23	24	24	22
22 to 44 years	51	49	51	47	49	59
45 years and over	11	11	11	10	11	10
Color:						
White	64	57	60	65	69	73
Nonwhite	36	43	40	35	31	27
Labor force status:						
Unemployed	85	80	80	86	90	91
Family farmworker	1	1	1	2	2	1
Reentrant to labor force	3	4	3	4	1	0
Underemployed	11	16	16	9	7	8
Duration of unemployment:						
Less than 5 weeks	33	34	37	34	32	27
5 to 14 weeks	23	24	23	23	23	25
15 to 26 weeks	13	15	13	13	13	15
27 to 52 weeks	11	10	10	11	11	12
Over 52 weeks	19	17	18	20	22	21
Gainfully employed 3 years or more	60	55	61	57	62	72
Head of family	53	54	54	52	53	56
3 or more dependents	25	25	25	25	26	25
Unemployment insurance claimant	15	11	12	15	18	27
Public assistance recipient	11	12	12	11	10	9
Handicapped	8	10	9	8	7	6
Eligible for allowance	74	83	82	72	64	59

[1] Includes trainee records of 1962 and undated records.

NOTE. Percent may not add to 100 due to rounding.

Table B–2. Selected Characteristics of Trainees Enrolled in MDTA Institutional Training Projects, Cumulative to Date and for Fiscal Years 1967 and 1966, by Sex

Characteristics	Cumulative through December 1967			Fiscal year 1967			Fiscal year 1966		
	Total	Male	Female	Total	Male	Female	Total	Male	Female
Trainees enrolled	669,500	395,000	274,500	176,500	100,000	76,500	177,500	103,000	74,500
Percent	100	59	41	100	57	43	100	58	42
Percent of Total									
Education:									
Less than 8th grade	7	9	3	7	10	4	7	9	3
8th grade	10	12	6	11	14	7	10	12	6
9th to 11th grade	36	38	32	39	42	36	36	38	33
12th grade	42	36	51	38	31	47	42	36	51
Over 12th grade	6	5	8	5	4	7	6	5	7
Age:									
Under 19 years	16	16	15	17	18	15	16	16	16
19 to 21 years	23	23	23	24	23	25	22	22	23
22 to 44 years	51	52	49	49	50	47	51	52	49
45 years and over	11	9	13	11	9	13	11	10	13
Color:									
White	64	69	58	59	63	53	63	67	56
Nonwhite	36	31	42	41	37	47	37	33	44
Labor force status:									
Unemployed	85	86	83	80	82	78	83	85	80
Family farmworker	1	2	(1)	1	1	(1)	1	2	(1)
Reentrant to labor force	3	1	5	3	1	6	4	1	7
Underemployed	11	11	12	16	16	16	13	13	13
Duration of unemployment:									
Less than 5 weeks	33	38	26	36	42	28	36	41	27
5 to 14 weeks	23	26	19	24	26	20	23	25	19
15 to 26 weeks	13	14	13	13	13	14	13	13	13
27 to 52 weeks	11	10	12	10	8	11	10	9	12
Over 52 weeks	19	12	30	17	10	27	19	12	29
Gainfully employed 3 years or more	60	67	51	57	63	48	61	68	51
Head of family	53	61	43	54	59	47	54	60	45
3 or more dependents	25	33	16	24	30	16	25	31	16
Unemployment insurance claimant	15	20	9	10	13	6	13	17	8
Public assistance recipient	11	9	14	12	9	16	11	8	15
Handicapped	8	11	4	10	14	5	8	12	4
Eligible for allowance	74	82	62	82	88	75	79	86	68

[1] Less than .5 percent.

NOTE. Percent may not add to 100 due to rounding.

Table B–3. Selected Characteristics of Trainees Enrolled in MDTA Institutional Training Projects in Fiscal Years 1967 and 1966, by Age

Characteristics	1967					1966				
	Total	Under 19	19-21	22-44	45 and over	Total	Under 19	19-21	22-44	45 and over
Trainees enrolled	176,500	30,000	42,000	85,000	19,500	177,500	28,500	39,000	90,500	19,500
Percent	100	17	24	49	11	100	16	22	51	11
Percent of Total										
Sex:										
Male	57	60	55	58	48	58	59	57	60	51
Female	43	40	45	42	52	42	41	43	40	49
Education:										
Less than 8th grade	7	5	4	8	16	7	5	3	7	14
8th grade	11	13	7	10	17	10	11	7	9	16
9th to 11th grade	39	48	42	38	27	36	42	38	35	27
12th grade	38	34	44	38	30	42	42	47	42	32
Over 12th grade	5	(1)	3	6	10	6	1	5	7	10
Color:										
White	59	59	53	58	75	63	64	58	61	76
Nonwhite	41	41	47	42	25	37	36	42	39	24
Labor force status:										
Unemployed	80	82	82	79	78	83	85	84	82	80
Family farmworker	1	(1)	(1)	1	2	1	1	1	1	2
Reentrant to labor force	3	4	2	3	7	4	3	2	4	7
Underemployed	16	14	16	17	14	13	11	13	13	11
Duration of unemployment:										
Less than 5 weeks	36	39	41	35	26	36	37	41	35	25
5 to 14 weeks	24	24	25	24	19	23	22	24	23	20
15 to 26 weeks	13	12	13	14	14	13	10	12	13	14
27 to 52 weeks	10	8	9	10	11	10	8	9	11	13
Over 52 weeks	17	17	12	18	30	19	22	15	18	28
Gainfully employed 3 years or more	57	8	23	91	92	61	9	27	84	95
Head of family	54	15	35	72	68	54	12	33	72	69
3 or more dependents	24	1	6	41	24	25	1	6	40	24
Unemployment insurance claimant	10	2	6	14	14	13	2	9	18	18
Public assistance recipient	12	7	8	16	12	11	5	7	15	12
Handicapped	10	6	8	11	18	8	4	6	9	16
Eligible for allowance	82	75	87	83	80	79	60	79	84	80

[1] Less than 0.5 percent.   NOTE. Percent may not add to 100 due to rounding.

Table B–4. Selected Characteristics of Trainees Enrolled in MDTA Institutional Training Projects in Fiscal Years 1967 and 1966, by Years of School Completed

Characteristics	1967					1966				
	Total	Less than 9	9–11	12	Over 12	Total	Less than 9	9–11	12	Over 12
Trainees enrolled	176,500	31,800	69,000	67,000	8,700	177,500	28,500	64,000	74,500	10,500
Percent	100	18	39	38	5	100	16	36	42	6
Percent of Total										
Sex:										
Male	57	75	60	46	43	58	76	62	50	48
Female	43	25	40	54	57	42	24	38	50	52
Age:										
Under 19 years	16	16	20	15	1	16	15	19	16	2
19 to 21 years	24	14	25	27	15	22	14	24	25	17
22 to 44 years	49	50	48	50	61	51	50	50	51	63
45 years and over	11	21	8	9	23	11	21	8	9	18
Color:										
White	60	66	53	61	72	63	66	57	66	70
Nonwhite	40	34	47	39	28	37	34	43	34	30
Labor force status:										
Unemployed	80	83	84	78	68	82	86	84	80	77
Family farmworker	1	2	(1)	(1)	(1)	1	3	1	1	(1)
Reentrant to labor force	3	2	2	3	13	4	2	3	4	10
Underemployed	16	13	14	19	19	13	9	12	15	13
Duration of unemployment:										
Less than 5 weeks	36	34	37	37	32	36	34	35	37	35
5 to 14 weeks	24	22	24	24	21	23	21	23	23	22
15 to 26 weeks	13	13	13	13	14	13	13	13	12	14
27 to 52 weeks	9	9	10	9	10	10	11	10	10	11
Over 52 weeks	17	21	15	17	24	19	22	19	18	18
Gainfully employed 3 years or more	58	69	54	55	72	61	71	58	58	73
Head of family	54	65	55	48	48	54	65	56	47	52
3 or more dependents	25	37	25	19	20	25	36	26	19	21
Unemployment insurance claimant	10	10	10	11	10	13	13	12	14	16
Public assistance recipient	12	19	14	8	5	11	18	14	8	5
Handicapped	10	16	9	8	10	8	13	8	7	9
Eligible for allowance	82	86	85	80	67	79	86	81	75	73

[1] Less than 0.5 percent. NOTE. Percent may not add to 100 due to rounding.

Table B–5. Selected Characteristics of Trainees Enrolled in MDTA Institutional Training Projects in Fiscal Years 1967 and 1966, by Race

Characteristics	1967						1966					
	White			Nonwhite [1]			White			Nonwhite [1]		
	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female
Trainees enrolled	104,000	63,500	40,500	72,500	37,000	35,500	111,000	69,500	41,500	66,500	34,500	32,000
Percent	100	61	39	100	51	49	100	63	37	100	52	48
Percent of Total												
Education:												
Less than 8th grade	8	10	4	7	10	4	6	8	3	7	10	4
8th grade	13	16	7	8	10	6	11	14	6	8	9	6
9th to 11th grade	34	36	31	44	49	40	32	34	29	41	46	36
12th grade	40	34	50	37	29	46	45	39	54	39	31	49
Over 12th grade	6	4	9	4	3	4	7	6	9	5	4	6
Age:												
Under 19 years	15	16	14	16	16	15	15	15	16	14	15	14
19 to 21 years	21	21	21	27	24	30	21	21	19	25	23	27
22 to 44 years	50	53	46	50	52	48	50	53	47	54	55	53
45 years and over	14	11	20	7	8	6	14	11	18	7	8	7
Labor force status:												
Unemployed	79	81	76	81	84	78	83	85	79	83	85	81
Family farmworker	1	1	(2)	1	1	(2)	1	2	(2)	1	1	(2)
Reentrant to labor force	4	1	8	2	1	4	4	1	10	2	1	4
Underemployed	16	17	16	16	14	18	12	13	11	14	13	15
Duration of unemployment:												
Less than 5 weeks	38	44	28	35	40	29	38	44	28	32	37	26
5 to 14 weeks	24	26	20	24	28	21	23	26	19	22	25	19
15 to 26 weeks	13	12	13	14	14	14	12	12	12	13	13	13
27 to 52 weeks	8	7	10	10	9	12	9	8	12	12	10	13
Over 52 weeks	17	10	29	16	10	24	17	10	29	21	14	29
Gainfully employed 3 years or more	62	68	52	54	63	45	64	71	53	58	66	49
Head of family	54	63	41	55	58	51	54	61	41	55	59	52
3 or more dependents	25	32	13	25	31	19	24	31	13	26	33	20
Unemployment insurance claimant	12	15	7	9	12	5	16	19	9	10	14	6
Public assistance recipient	10	9	12	15	10	21	9	7	11	15	11	20
Handicapped	13	17	6	6	9	3	11	14	5	5	8	3
Eligible for allowance	81	89	68	85	90	80	78	87	63	82	88	75

[1] Approximately 94 percent of nonwhite are Negro. [2] Less than 0.5 percent. NOTE. Percent may not add to 100 due to rounding.

Table B–6, Part A. Selected Characteristics of Trainees Enrolled in MDTA Institutional Training Projects During Fiscal Year 1967, by State

State	Trainees enrolled	Percent							
		Male	White	Head of family	Education		Age		Unemployed 15 weeks and over
					8 and under	12 and over	21 and under	45 and over	
U.S. total	176,500	57	59	54	18	43	40	11	40
Alabama	2,800	52	41	58	18	45	38	11	45
Alaska	600	44	53	45	20	50	29	12	48
Arizona	1,100	48	70	62	21	47	35	9	36
Arkansas	1,900	48	72	60	17	57	32	13	38
California	13,200	58	51	58	12	46	37	12	46
Colorado	1,200	53	88	73	14	44	29	12	36
Connecticut	3,200	48	45	46	30	29	40	10	34
Delaware	400	45	33	60	24	25	26	16	38
District of Columbia	2,000	61	12	56	14	44	30	9	37
Florida	3,500	42	43	61	16	44	42	10	37
Georgia	1,600	48	48	53	16	46	38	10	41
Guam	300	53	5	10	7	58	93	0	19
Hawaii	500	38	23	34	9	64	44	12	52
Idaho	700	52	96	74	15	60	23	18	32
Illinois	10,000	47	42	51	16	40	40	10	45
Indiana	3,600	49	56	68	14	43	30	13	39
Iowa	1,500	71	89	61	18	47	43	7	27
Kansas	1,100	56	60	77	17	41	32	12	33
Kentucky	4,600	65	91	60	39	39	39	13	59
Louisiana	2,400	57	48	54	15	51	52	7	38
Maine	4,900	48	99	36	20	51	50	14	39
Maryland	2,700	40	43	41	16	43	43	11	52
Massachusetts	5,600	56	79	45	23	38	39	17	37
Michigan	8,200	45	50	55	13	50	40	10	46
Minnesota	3,200	61	91	47	13	57	42	10	45
Mississippi	6,000	70	36	75	43	28	26	16	37
Missouri	3,800	54	52	66	22	35	28	12	43
Montana	500	59	88	89	24	43	21	17	35
Nebraska	1,200	50	78	59	11	51	44	11	38
Nevada	1,200	42	72	60	10	61	23	17	44
New Hampshire	800	85	99	52	24	48	38	12	18
New Jersey	4,000	59	47	44	21	37	40	14	34
New Mexico	1,000	31	92	35	3	79	55	4	36
New York	19,700	58	45	50	16	33	53	8	39
North Carolina	2,100	63	45	50	23	45	44	12	26
North Dakota	600	67	97	67	22	51	39	10	29
Ohio	6,400	62	57	36	13	45	51	7	41
Oklahoma	2,000	61	64	56	18	38	28	17	43
Oregon	600	51	91	57	16	53	30	16	42
Pennsylvania	13,800	71	66	50	11	57	40	10	36
Puerto Rico	2,100	87	75	78	21	47	26	6	57
Rhode Island	800	66	85	38	25	38	55	10	25
South Carolina	2,700	47	45	44	27	41	41	12	38
South Dakota	200	51	89	61	11	63	36	12	44
Tennessee	6,800	66	63	58	28	39	41	10	37
Texas	8,100	61	63	61	22	36	32	11	30
Utah	900	46	94	53	16	43	48	12	43
Vermont	800	52	100	55	25	47	43	16	30
Virginia	1,800	52	74	59	26	46	40	11	37
Virgin Islands	100	0	9	12	4	80	28	0	63
Washington	3,000	51	74	48	20	31	45	12	45
West Virginia	900	66	92	72	28	41	24	12	55
Wisconsin	3,500	62	67	41	11	47	51	8	42
Wyoming	300	39	93	69	6	71	34	15	43

Table B–6, Part B. Selected Characteristics of Trainees Enrolled in MDTA Institutional Training Projects During Fiscal Year 1966, by State

State	Trainees enrolled	Percent							
		Male	White	Head of family	Education		Age		Unemployed 15 weeks and over
					8 and under	12 and over	21 and under	45 and over	
U.S. total	177,500	58	63	54	16	48	38	11	42
Alabama	2,500	53	61	54	13	55	37	6	38
Alaska	600	65	63	46	16	63	24	12	39
Arizona	1,300	61	75	58	33	29	32	13	35
Arkansas	1,200	51	71	48	10	65	39	9	36
California	19,300	44	69	57	11	56	30	15	49
Colorado	1,400	47	87	67	22	49	28	12	41
Connecticut	2,600	68	59	44	24	38	43	9	34
Delaware	300	29	42	50	19	39	19	22	43
District of Columbia	2,000	71	13	39	14	49	50	8	40
Florida	4,700	53	55	67	15	49	34	12	31
Georgia	3,000	50	44	59	16	48	35	9	34
Guam	100	50	7	31	10	55	85	0	32
Hawaii	400	34	26	21	3	79	58	6	51
Idaho	400	47	96	79	21	44	25	10	27
Illinois	11,200	48	39	58	18	44	29	12	55
Indiana	4,000	59	59	63	21	39	34	21	42
Iowa	1,500	70	92	58	12	55	38	6	27
Kansas	1,500	62	67	80	15	46	16	17	31
Kentucky	3,100	55	85	39	23	49	60	6	53
Louisiana	2,200	54	57	50	14	58	51	11	38
Maine	1,700	57	99	42	29	43	47	12	30
Maryland	1,700	64	40	48	24	33	42	8	46
Massachusetts	8,000	66	78	51	22	40	36	18	39
Michigan	9,200	51	50	49	14	48	41	10	46
Minnesota	5,700	65	91	48	11	58	45	10	45
Mississippi	2,200	79	53	69	27	38	31	12	34
Missouri	4,300	55	61	65	20	43	30	10	40
Montana	700	81	94	77	21	51	30	14	20
Nebraska	1,100	61	82	64	12	53	32	13	37
Nevada	700	49	76	55	7	61	24	17	45
New Hampshire	700	77	100	47	13	56	41	11	21
New Jersey	4,400	59	58	42	14	52	27	18	38
New Mexico	500	40	91	41	10	63	49	8	43
New York	18,300	54	40	54	13	39	45	8	47
North Carolina	2,900	80	49	55	24	42	40	9	24
North Dakota	300	75	98	63	21	57	42	8	20
Ohio	8,500	62	57	39	14	49	46	8	45
Oklahoma	1,600	59	75	49	7	46	42	8	35
Oregon	1,700	54	94	51	17	54	37	12	27
Pennsylvania	8,500	76	64	55	9	57	33	9	43
Puerto Rico	2,000	82	70	81	30	43	32	7	59
Rhode Island	800	71	90	47	17	49	40	11	30
South Carolina	2,200	50	46	62	39	30	29	16	30
South Dakota	300	75	95	53	19	48	51	6	32
Tennessee	3,500	69	55	62	29	35	38	10	41
Texas	6,800	65	69	47	14	56	52	3	21
Utah	1,000	44	94	57	7	54	38	12	46
Vermont	700	50	100	42	25	48	45	17	32
Virginia	2,200	53	74	62	31	40	33	11	35
Virgin Islands	200	26	3	29	26	47	51	6	58
Washington	6,800	67	83	48	11	59	41	11	40
West Virginia	1,500	66	91	70	29	41	20	12	61
Wisconsin	3,200	70	68	39	12	47	56	9	46
Wyoming	300	55	93	66	7	53	36	6	32

Table B–7, Part A. Selected Characteristics of Trainees Enrolled in MDTA On-the-Job Training Projects During Fiscal Year 1967, by State

State	Trainees enrolled	Percent							
		Male	White	Head of family	Education		Age		Unemployed 15 weeks and over
					8 and under	12 and over	21 and under	45 and over	
U.S. total	109,900	67	76	49	13	57	34	10	31
Alabama	1,500	72	82	55	15	54	31	8	49
Alaska	(1)	95	33	47	63	32	21	16	19
Arizona	1,500	53	84	52	15	59	23	16	36
Arkansas	2,100	53	87	49	17	48	27	8	51
California	14,800	76	68	47	7	67	38	8	30
Colorado	1,400	68	84	59	11	56	33	7	27
Connecticut	1,500	69	75	38	19	46	46	8	33
Delaware	300	100	100	66	0	67	0	0	0
District of Columbia	1,000	70	41	59	8	66	23	7	24
Florida	3,000	61	70	58	17	50	26	14	35
Georgia	3,600	53	85	47	13	56	30	4	32
Guam	0	---	---	---	---	---	---	---	---
Hawaii	800	39	23	23	14	61	29	11	38
Idaho	100	89	90	78	7	63	26	6	16
Illinois	4,400	63	66	55	11	82	32	11	36
Indiana	3,000	62	81	55	8	64	30	9	42
Iowa	1,500	64	96	54	13	62	32	13	26
Kansas	1,400	85	86	50	5	78	40	9	22
Kentucky	2,200	81	88	55	24	49	41	8	38
Louisiana	1,900	87	62	59	18	52	35	8	30
Maine	1,200	54	99	38	24	41	38	7	29
Maryland	700	75	69	44	21	52	39	11	30
Massachusetts	1,900	70	94	43	17	51	34	12	20
Michigan	4,700	64	64	53	12	58	27	14	32
Minnesota	1,600	49	94	35	12	64	38	13	42
Mississippi	1,200	86	75	56	16	56	38	8	20
Missouri	2,000	69	67	52	10	63	35	8	29
Montana	200	70	86	76	37	33	32	16	29
Nebraska	500	69	97	51	8	69	42	11	30
Nevada	600	38	65	42	15	49	34	22	51
New Hampshire	300	42	100	43	24	43	28	20	10
New Jersey	5,200	57	61	40	18	48	39	12	29
New Mexico	100	67	79	60	12	44	37	3	32
New York	8,700	73	69	49	16	48	37	11	33
North Carolina	2,600	50	78	37	19	44	38	7	20
North Dakota	300	93	98	57	26	43	33	7	21
Ohio	4,100	81	77	47	10	63	39	7	36
Oklahoma	700	55	67	56	16	52	19	9	42
Oregon	1,300	53	97	48	7	74	21	28	29
Pennsylvania	6,300	53	66	42	12	58	36	15	34
Puerto Rico	1,400	68	73	70	28	39	57	4	47
Rhode Island	400	97	96	66	10	63	29	9	24
South Carolina	2,800	47	72	44	34	28	31	10	44
South Dakota	400	46	92	51	21	51	26	16	35
Tennessee	4,100	80	84	65	22	50	24	11	20
Texas	3,500	81	76	59	8	70	33	6	18
Utah	600	60	99	44	4	66	27	10	46
Vermont	300	94	100	62	7	69	40	5	11
Virginia	1,000	64	61	48	19	43	36	6	26
Virgin Islands	0	---	---	---	---	---	---	---	---
Washington	800	51	85	45	9	69	29	19	30
West Virginia	1,600	77	95	62	16	56	23	17	31
Wisconsin	2,600	63	92	42	11	67	38	12	32
Wyoming	(1)	75	100	75	0	75	50	0	0

[1] Less than 50 trainees.

Table B–7, Part B. Selected Characteristics of Trainees Enrolled in MDTA On-the-Job Training Projects During Fiscal Year 1966, by State

State	Trainees enrolled	Percent							
		Male	White	Head of family	Education		Age		Unemployed 15 weeks and over
					8 and under	12 and over	21 and under	45 and over	
U.S. total	58,300	72	76	50	14	57	40	10	33
Alabama	300	80	75	71	7	69	22	12	38
Alaska	(1)	0	63	55	0	70	25	10	67
Arizona	600	61	91	66	15	62	17	23	23
Arkansas	600	56	90	53	19	43	27	6	44
California	9,100	86	74	51	4	74	40	7	28
Colorado	400	76	89	73	28	48	18	8	39
Connecticut	1,600	75	65	39	15	46	46	11	42
Delaware	0	---	---	---	---	---	---	---	---
District of Columbia	(1)	78	5	2	22	15	98	0	49
Florida	1,200	59	67	43	20	44	44	12	38
Georgia	1,800	76	63	53	19	49	35	7	30
Guam	0	---	---	---	---	---	---	---	---
Hawaii	200	30	23	30	15	48	24	8	53
Idaho	100	96	78	75	8	69	18	26	24
Illinois	5,200	57	37	41	15	34	70	5	45
Indiana	1,400	66	84	42	11	57	43	9	45
Iowa	400	74	93	52	12	61	38	8	30
Kansas	1,900	92	93	58	5	89	42	3	14
Kentucky	900	38	97	43	39	36	17	20	45
Louisiana	1,900	80	69	62	18	53	28	8	36
Maine	900	36	100	33	16	49	36	8	43
Maryland	1,300	70	77	61	23	47	16	34	47
Massachusetts	1,100	96	95	62	11	63	33	12	35
Michigan	2,300	64	70	48	10	61	35	10	39
Minnesota	1,100	68	98	45	8	68	34	13	35
Mississippi	2,100	71	68	50	31	49	38	13	45
Missouri	300	86	92	46	8	75	61	2	32
Montana	100	52	95	48	13	58	27	6	31
Nebraska	(1)	33	100	67	17	33	33	0	0
Nevada	300	84	89	71	6	71	12	33	46
New Hampshire	300	24	99	25	16	45	35	13	31
New Jersey	1,600	49	76	37	13	48	37	9	29
New Mexico	100	54	95	45	15	48	23	8	41
New York	2,100	78	73	38	13	50	61	4	30
North Carolina	2,500	53	81	41	21	46	35	12	28
North Dakota	(1)	64	100	56	27	31	24	24	44
Ohio	1,600	91	78	48	8	67	40	8	28
Oklahoma	100	96	97	88	11	66	20	19	11
Oregon	200	64	98	57	11	76	27	23	41
Pennsylvania	2,100	81	92	55	12	63	35	11	34
Puerto Rico	800	69	75	50	26	45	53	0	46
Rhode Island	300	94	94	68	16	50	26	12	20
South Carolina	400	59	90	55	63	9	20	24	63
South Dakota	300	9	95	18	11	64	39	21	37
Tennessee	2,500	71	80	66	23	48	25	13	32
Texas	1,600	77	86	58	9	66	38	6	23
Utah	(1)	13	100	25	0	100	25	0	0
Vermont	200	95	100	60	8	74	29	1	12
Virginia	800	59	71	47	39	32	37	9	52
Virgin Islands	0	---	---	---	---	---	---	---	---
Washington	1,900	93	90	60	8	71	34	10	17
West Virginia	100	95	99	61	9	67	46	4	45
Wisconsin	1,600	77	97	40	6	75	46	8	30
Wyoming	100	100	98	82	5	78	19	7	23

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[1] Less than 50 trainees.

Table B–8. Selected Characteristics of Trainees Enrolled in MDTA On-the-Job Training Projects, Cumulative to Date and for Each Calendar Year, 1964–67

Characteristics	Cumulative through December 1967[1]	Calendar year trainee enrolled			
		1967	1966	1965	1964
Trainees enrolled	237,900	120,000	68,000	32,200	14,100
Percent of Total					
Sex:					
Male	69	68	70	69	75
Female	31	32	30	31	25
Education:					
Less than 8th grade	6	5	6	7	6
8th grade	8	8	8	10	8
9th grade to 11th grade	30	30	29	33	28
12th grade	48	49	49	44	47
Over 12th grade	8	8	8	8	11
Age:					
Under 19 years	14	14	15	20	11
19 to 21 years	23	24	23	25	21
22 to 44 years	54	53	51	45	59
45 years and over	10	10	11	10	10
Color:					
White	75	73	76	72	76
Nonwhite	25	27	24	28	24
Labor force status:					
Unemployed	62	63	60	66	65
Family farmworker	(2)	(2)	(2)	1	1
Reentrant to labor force	3	4	3	3	1
Underemployed	34	33	37	31	34
Duration of unemployment:					
Less than 5 weeks	45	45	47	39	46
5 to 14 weeks	22	24	21	24	22
15 to 26 weeks	11	12	10	11	11
27 to 52 weeks	8	8	7	8	7
Over 52 weeks	14	11	15	18	14
Gainfully employed 3 years or more	59	58	59	53	68
Head of family	50	50	51	47	53
3 or more dependents	23	22	23	21	28
Unemployment insurance claimant	7	7	5	8	13
Public assistance recipient	3	4	3	4	3
Handicapped	5	5	4	5	5
Eligible for allowance	17	22	14	22	21

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[1] Includes trainee records of 1963, and undated records. [2] Less than 0.5 percent. NOTE. Percents may not add to 100 due to rounding.

Table B–9. Selected Characteristics of Trainees Enrolled in MDTA Coupled Institutional/On-the-Job Training Projects During Fiscal Years 1967 and 1966,[1] by Sex

Characteristics	1967			1966		
	Total	Male	Female	Total	Male	Female
Trainees enrolled	6,100	4,500	1,600	8,200	4,800	3,400
Percent	100	74	26	100	58	42
Percent of Total						
Education:						
Less than 8th grade	6	5	6	14	13	14
8th grade	9	9	8	12	13	10
9th to 11th grade	32	29	41	43	40	47
12th grade	46	50	37	28	29	25
Over 12th grade	7	7	7	4	4	4
Age:						
Under 19 years	11	13	8	35	35	34
19 to 21 years	22	23	19	29	27	32
22 to 44 years	55	55	56	27	30	24
45 years and over	12	10	17	9	9	10
Color:						
White	64	70	45	40	53	20
Nonwhite	36	30	55	60	47	80
Labor force status:						
Unemployed	77	76	79	81	79	85
Family farmworker	(²)	(²)	0	2	2	1
Reentrant to labor force	3	1	9	2	2	2
Underemployed	20	23	12	16	18	12
Duration of unemployment:						
Less than 5 weeks	42	47	28	30	35	24
5 to 14 weeks	27	28	21	22	25	19
15 to 26 weeks	12	12	12	11	11	11
27 to 52 weeks	7	6	12	10	9	10
Over 52 weeks	12	7	27	27	20	36
Gainfully employed 3 years or more	65	70	50	36	42	27
Head of family	53	57	42	38	40	34
3 or more dependents	24	27	14	15	18	12
Unemployment insurance claimant	15	18	7	7	10	3
Public assistance recipient	7	4	14	11	9	15
Handicapped	7	8	4	10	11	8
Eligible for allowance	77	83	60	64	64	65

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[1] Based on records received for trainees enrolled in coupled projects for fiscal years 1966 and 1967 through June 1967.

[2] Less than 0.5 percent.

NOTE. Percents may not add to 100 due to rounding.

Table C–1. Selected Characteristics of a Sample of Trainees Who Dropped Out of Institutional Training Projects During Fiscal Years 1967 and 1966, by Sex

Characteristics	1967			1966		
	Total	Male	Female	Total	Male	Female
Total	17,900	11,500	6,400	25,100	16,700	8,400
Percent of Total						
Sex:						
Male	64	100	----	67	100	----
Female	36	----	100	33	----	100
Education:						
Less than 8th grade	8	10	4	7	9	4
8th grade	13	15	8	12	14	7
9th to 11th grade	44	45	42	40	42	38
12th grade	32	27	42	36	31	46
Over 12th grade	4	3	4	5	4	6
Age:						
Under 19 years	21	21	21	20	19	21
19 to 21 years	26	25	29	25	24	27
22 to 44 years	44	47	39	48	50	43
45 years and over	9	8	11	8	8	9
Color:						
White	63	66	57	64	66	59
Nonwhite	37	34	43	36	34	41
Labor force status:						
Unemployed	84	86	81	85	87	83
Family farmworker	(1)	(1)	(1)	1	1	(1)
Reentrant to labor force	2	1	5	3	1	6
Underemployed	13	13	14	12	12	11
Duration of unemployment:						
Less than 5 weeks	38	44	29	36	41	26
5 to 14 weeks	25	28	20	24	26	19
15 to 26 weeks	12	12	13	13	12	13
27 to 52 weeks	9	7	11	10	9	12
Over 52 weeks	16	9	28	18	12	31
Gainfully employed 3 years or more	53	59	42	58	65	44
Head of family	51	56	42	52	58	42
3 or more dependents	21	26	13	23	28	14
Unemployment insurance claimant	9	11	5	12	15	7
Public assistance recipient	11	9	16	11	9	15
Handicapped	11	15	6	10	12	5
Eligible for allowance	84	90	75	84	89	73

[1] Less than 0.5 percent. NOTE: Percents may not add to 100 due to rounding.

Table C–2. Selected Characteristics of a Sample of Trainees Who Dropped Out of Institutional Training Projects During Fiscal Years 1967 and 1966, by Age

Characteristics	1967					1966				
	Total	Under 19	19–21	22–44	45 years and over	Total	Under 19	19–21	22–44	45 years and over
Total	17,900	3,700	4,700	7,900	1,600	25,100	4,900	6,200	12,000	2,000
Percent of Total										
Sex:										
Male	64	65	60	68	55	67	64	64	70	62
Female	36	35	40	32	45	33	36	36	30	38
Education:										
Less than 8th grade	8	6	5	9	18	7	7	4	8	15
8th grade	13	15	9	13	17	12	15	9	11	17
9th to 11th grade	44	54	48	40	29	40	48	44	37	29
12th grade	32	24	36	34	29	36	31	40	38	31
Over 12th grade	4	(1)	3	5	7	5	(1)	3	7	8
Color:										
White	63	60	57	64	80	64	62	59	65	76
Nonwhite	37	40	43	36	20	36	38	41	35	24
Labor force status:										
Unemployed	84	85	85	84	84	85	86	85	85	86
Family farmworker	(1)	(1)	(1)	(1)	1	1	1	1	1	1
Reentrant to labor force	2	2	2	2	5	3	2	2	3	5
Underemployed	13	13	13	14	11	12	11	13	12	9
Duration of unemployment:										
Less than 5 weeks	38	39	43	38	26	36	36	41	36	24
5 to 14 weeks	25	25	27	25	19	24	23	24	25	20
15 to 26 weeks	12	12	12	13	13	13	11	12	14	12
27 to 52 weeks	9	8	7	9	12	10	9	8	10	14
Over 52 weeks	16	17	11	15	30	18	19	15	16	30
Gainfully employed 3 years or more	53	8	23	84	93	58	9	29	86	96
Head of family	51	15	36	73	68	52	12	35	74	71
3 or more dependents	21	1	5	40	22	23	2	6	41	24
Unemployment insurance claimant	9	1	6	14	13	12	2	8	18	19
Public assistance recipient	11	9	8	14	14	11	5	7	14	14
Handicapped	11	6	8	13	24	10	5	7	11	23
Eligible for allowance	84	77	89	85	83	84	68	85	88	87

[1] Less than 0.5 percent. NOTE. Percents may not add to 100, or detail to total due to rounding.

Table D–1. Selected Characteristics of a Sample of the Trainees Enrolled in Basic Education in Institutional Training Projects During Fiscal Years 1967 and 1966, by Sex

Characteristics of enrollees	1967			1966		
	Total	Male	Female	Total	Male	Female
Total	28,300	16,300	12,000	38,100	22,100	16,000
Percent	100	58	42	100	58	42
Percent of Total						
Education:						
Less than 8th grade	13	16	8	14	18	8
8th grade	14	17	10	15	18	11
9th grade to 11th grade	45	45	44	44	44	43
12th grade	27	20	36	26	18	37
Over 12th grade	2	2	2	2	2	2
Age:						
Under 19 years	24	26	20	24	25	22
19 to 21 years	29	27	32	29	27	33
22 to 44 years	38	39	38	37	39	35
45 years and over	9	8	10	10	10	10
Color:						
White	45	53	35	44	51	33
Nonwhite	55	47	65	56	49	67
Labor force status:						
Unemployed	86	88	84	86	88	83
Family farmworker	1	1	(1)	1	1	(1)
Reentrant to labor force	2	1	3	3	2	5
Underemployed	12	11	14	10	9	12
Duration of unemployment:						
Less than 5 weeks	36	42	27	31	36	24
5 to 14 weeks	24	27	20	22	24	18
15 to 26 weeks	13	12	14	13	13	12
27 to 52 weeks	10	8	12	11	10	12
Over 52 weeks	18	11	27	24	17	34
Gainfully employed 3 years or more	48	52	41	48	53	40
Head of family	49	51	47	48	51	44
3 or more dependents	22	26	16	21	26	15
Unemployment insurance claimant	8	10	5	9	12	5
Public assistance recipient	14	10	20	15	13	19
Handicapped	10	14	5	9	13	5
Eligible for allowance	88	89	87	87	89	84

[1] Less than 0.5 percent.

NOTE. Percents may not add to 100 due to rounding.

Table D–2. Selected Characteristics of a Sample of Trainees Enrolled in Basic Education in Institutional Training Projects Cumulative Through June 1967, by State

State	Number of trainees	Percent							
		Male	White	Head of family	Education		Age		Unemployed 15 weeks and over
					8 and under	12 and over	21 and under	45 and over	
U.S. total	86,000	60	46	47	30	27	55	9	45
Alabama	1,500	48	44	63	12	47	34	16	41
Alaska	400	50	43	39	46	3	36	7	47
Arizona	2,300	67	74	54	39	20	43	14	34
Arkansas	400	40	35	7	22	36	100	---	40
California	6,800	60	42	54	21	30	49	10	52
Colorado	800	86	82	67	57	4	47	7	47
Connecticut	1,200	58	47	54	63	9	29	15	44
Delaware	500	31	22	50	25	14	47	5	57
District of Columbia	200	76	1	96	50	12	4	14	32
Florida	2,900	52	54	59	17	45	46	8	31
Georgia	800	72	63	51	19	35	54	6	30
Guam	0	---	---	---	---	---	---	---	---
Hawaii	200	63	18	26	9	47	76	4	53
Idaho	(1)	---	---	---	---	---	---	---	---
Illinois	5,700	40	14	61	34	21	30	18	64
Indiana	1,800	50	41	37	28	25	71	5	50
Iowa	600	71	83	50	21	32	74	2	23
Kansas	1,500	74	55	62	25	27	53	12	32
Kentucky	1,500	54	57	20	35	18	88	4	64
Louisiana	1,700	53	45	42	18	46	65	16	42
Maine	500	74	100	28	65	4	71	4	37
Maryland	1,100	60	15	26	41	10	77	2	65
Massachusetts	2,400	75	67	43	61	7	53	9	46
Michigan	5,800	62	25	41	31	25	61	10	58
Minnesota	800	74	82	32	23	25	69	5	46
Mississippi	2,100	81	39	74	36	29	30	13	34
Missouri	2,600	76	43	59	34	16	39	10	40
Montana	200	87	75	30	56	3	75	6	41
Nebraska	800	55	59	29	15	30	95	1	42
Nevada	100	13	32	67	16	14	39	13	57
New Hampshire	0	---	---	---	---	---	---	---	---
New Jersey	3,000	59	36	41	25	30	52	9	36
New Mexico	400	39	86	9	5	60	97	---	52
New York	8,700	51	30	50	18	28	59	6	48
North Carolina	900	73	30	51	42	20	47	10	25
North Dakota	(1)	---	---	---	---	---	---	---	---
Ohio	7,400	67	48	19	18	35	83	2	44
Oklahoma	300	100	76	11	23	16	99	---	25
Oregon	2,000	47	89	55	25	40	34	15	35
Pennsylvania	600	95	72	60	11	45	26	8	49
Puerto Rico	100	98	91	100	86	5	8	45	---
Rhode Island	400	68	83	11	62	5	99	---	28
South Carolina	5,100	55	38	59	44	26	39	17	34
South Dakota	(1)	---	---	---	---	---	---	---	---
Tennessee	1,700	70	63	54	34	32	50	9	37
Texas	3,000	63	63	39	37	26	78	4	36
Utah	300	63	91	24	26	11	95	---	47
Vermont	200	77	99	32	68	3	74	2	39
Virginia	400	81	18	52	61	16	50	9	32
Virgin Islands	0	---	---	---	---	---	---	---	---
Washington	3,200	48	66	46	27	23	48	14	50
West Virginia	500	79	88	33	39	18	70	7	67
Wisconsin	1,000	79	48	26	25	21	79	8	55
Wyoming	(1)	---	---	---	---	---	---	---	---

[1] Less than 100 enrollees.

NOTE. Detail may not add to total due to rounding.

Table D–3. Labor Force Status, Posttraining and Pretraining Hourly Earnings of Basic Education "Graduates" of Fiscal Year 1966, by Sex and Race [1]

	Total	Male	Female	White	Nonwhite
Number reporting	[2] 8,800	4,400	4,400	3,900	4,400
Percent of Total					
Labor force status:					
Employed	66	71	61	69	64
Unemployed	24	22	26	21	26
Not in the labor force	10	8	13	10	10
Percent of Employed					
Posttraining hourly earnings:					
Less than $1.50	37	23	53	33	42
$1.50 to $1.99	32	32	33	33	31
$2 or more	31	45	15	34	27
Hourly earnings before training:					
Less than $1.50	65	54	81	59	71
$1.50 to $1.99	20	24	15	23	18
$2 or more	15	22	4	19	11

[1] Based on records received for trainees enrolled in basic education who completed training in fiscal year 1966.

[2] Race not obtained for 488 trainees.

NOTE. Percents may not add to 100 due to rounding.

Table E–1. Labor Force Status, Posttraining and Pretraining Hourly Earnings of Employed "Graduates" of Fiscal Year 1966, by Type of Program [1]

	Institutional training	On-the-job training	Coupled institutional/OJT
Number reporting	84,300	24,200	1,100
Percent of Total			
Labor force status:			
Employed	60	71	58
Unemployed	12	4	11
No longer in labor force	7	3	4
Status not reported	21	22	26
Percent of Employed			
Post-training earnings reported:			
Less than $1.50	24	14	11
$1.50 to $1.99	31	22	34
$2 and over	45	65	55
Earnings before training:			
Less than $1.50	53	N.A.	33
$1.50 to $1.99	24	N.A.	30
$2 and over	23	N.A.	38

[1] Based on records received for persons completing MDTA training courses during fiscal year 1966.

NOTE. Percents may not add to 100 due to rounding.

N.A. Not available

Table E–2. Percentage of "Graduates" Through June 1967 Having Had Some Employment Since Training and the Labor Force Status Reported by Persons Completing MDTA Institutional Training During Fiscal Year 1966, by State

[Percentage Distribution] [1]

State	All graduates—some employment since training	1966 graduates—status in week of latest canvass		
		Employed	Unemployed	No longer in labor force
U.S. total	90	76	15	9
Alabama	84	72	21	7
Alaska	86	59	29	12
Arizona	92	72	15	13
Arkansas	93	81	13	7
California	89	71	16	13
Colorado	91	74	15	11
Connecticut	94	81	13	6
Delaware	79	65	20	15
District of Columbia	90	80	14	6
Florida	85	73	18	9
Georgia	88	76	19	5
Guam	91	76	24	----------------
Hawaii	94	78	10	13
Idaho	91	77	14	9
Illinois	90	76	13	11
Indiana	90	81	12	7
Iowa	94	85	10	6
Kansas	94	80	15	5
Kentucky	89	82	10	8
Louisiana	86	73	18	9
Maine	92	79	8	12
Maryland	92	76	18	6
Massachusetts	91	81	11	7
Michigan	92	76	15	8
Minnesota	92	83	9	8
Mississippi	86	71	22	7
Missouri	90	79	15	6
Montana	98	75	22	3
Nebraska	91	81	10	9
Nevada	79	69	17	14
New Hampshire	96	82	5	13
New Jersey	87	68	16	16
New Mexico	90	75	17	8
New York	91	78	14	8
North Carolina	93	73	21	6
North Dakota	95	86	8	7
Ohio	90	76	18	6
Oklahoma	90	88	4	8
Oregon	91	70	16	15
Pennsylvania	90	79	14	7
Puerto Rico	90	65	33	3
Rhode Island	93	81	5	14
South Carolina	84	71	21	8
South Dakota	95	89	11	----------------
Tennessee	87	71	22	7
Texas	91	78	12	10
Utah	89	70	17	13
Vermont	95	76	13	11
Virginia	88	75	15	10
Virgin Islands	(2)	(2)	(2)	(2)
Washington	92	79	15	6
West Virginia	79	68	26	6
Wisconsin	93	79	15	6
Wyoming	93	71	17	12

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[1] Based on records received for trainees who completed MDTA institutional training courses.

[2] Too few reports processed for reliable estimates.

NOTE. Percents may not add to 100 due to rounding.

Table E–3. Labor Force Status at Date of Latest Canvass, Posttraining and Pretraining Average Hourly Earnings Reported by Trainees Completing Institutional Training Projects During Fiscal Year 1966,[1] by Sex and Race

	Total [2]	Male	Female	White			Nonwhite		
				Total	Male	Female	Total	Male	Female
Number reporting	66,700	34,000	32,700	44,000	NA	NA	19,400	NA	NA
Percent of Total									
Labor force status:									
Employed	76	80	72	79	NA	NA	71	NA	NA
Unemployed	15	14	16	12	NA	NA	21	NA	NA
Withdrawn from labor force	9	6	12	9	NA	NA	8	NA	NA
Percent of Employed									
Posttraining hourly earnings:									
Under $1.50	24	14	35	20	12	30	33	19	44
$1.50 to $1.99	31	23	39	30	22	41	32	28	35
$2 or more	45	63	26	50	66	29	35	54	21
Pretraining hourly earnings:									
Under $1.50	53	38	71	48	36	67	65	47	79
$1.50 to $1.99	24	27	20	25	26	22	21	27	17
$2 or more	23	35	9	27	38	11	14	26	5

[1] Based on records for trainees who completed MDTA institutional training projects in fiscal year 1966.

[2] Race was unknown for 3,300 trainees reporting labor force status.

NA=Not available.

NOTE. Percents may not add to 100 due to rounding.

Table E–4. Occupational Group of Training of Persons Leaving the Labor Force After Completion of Training and Reason Given for Leaving

[Projects Ended During Fiscal Year 1966]

Trainees	Total	Male	Female	White	Nonwhite	Race unknown
Number left labor force	5,800	2,000	3,800	4,000	1,500	300
Percent	100	34	66	68	26	6
Percent of Total						
Occupational group:						
Semiprofessional and technical	12	7	14	15	3	14
Clerical and sales	29	7	40	29	31	20
Service	23	7	31	21	27	26
Agriculture	3	6	2	3	4	4
Skilled	17	45	2	18	14	17
Semiskilled	14	25	9	13	16	17
Other	3	4	3	2	5	3
Reasons given for leaving:						
Keeping house	26	1	40	28	22	23
In school	13	20	10	13	14	17
Illness	24	26	23	24	26	20
Other	36	53	28	35	38	40

NOTE. Percents may not add to 100 due to rounding.

Table E–5. Posttraining Hourly Earnings of Employed "Graduates" of Institutional Training Projects During Fiscal Year 1966, by Their Pretraining Hourly Earnings

[Percentage Distribution]

Earnings	Pretraining earnings	Posttraining earnings		
		Less than $1.50	$1.50–$1.99	$2 and over
Earnings reported	100	24	31	45
Less than $1.50	100	34	37	29
$1.50 to $1.99	100	10	32	58
$2 and over	100	5	15	80

NOTE. Percents may not add to 100 due to rounding.

Table F–1. Selected Characteristics of Trainees Enrolled in Institutional Training Projects During Fiscal Years 1967 and 1966, by Type of County of Residence

[In percent]

Characteristics	1967						1966					
	Rural [1]			Urban			Rural [1]			Urban		
	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female
Percentage distribution [2]	18	66	34	75	55	45	16	67	33	73	56	44
Percent of Total												
Education:												
Less than 8th grade	13	16	7	6	9	4	9	11	5	6	8	3
8th grade	15	19	8	10	12	7	12	15	7	9	12	6
9th to 11th grade	30	30	28	41	45	37	29	30	26	37	40	34
12th grade	39	33	51	37	31	46	46	40	56	42	35	50
Over 12th grade	4	3	6	5	4	7	5	4	6	6	5	8
Age:												
Under 19 years	14	14	15	17	18	15	16	15	17	16	16	15
19 to 21 years	20	19	21	24	23	26	20	20	19	23	22	23
22 to 44 years	52	54	49	48	50	46	53	55	49	51	52	49
45 years and over	14	13	16	11	9	13	12	10	14	11	10	13
Color:												
White	79	81	76	54	58	49	83	84	82	58	63	53
Nonwhite	21	19	24	46	42	51	17	16	18	42	37	47
Labor force status:												
Unemployed	80	82	77	80	83	77	81	82	80	83	86	80
Family farmworker	3	4	1	(3)	(3)	0	4	6	1	(3)	(3)	0
Reentrant to labor force	2	1	4	4	1	6	2	(3)	6	4	1	8
Underemployed	15	13	18	16	16	16	12	12	13	13	13	13
Duration of unemployment:												
Less than 5 weeks	38	42	30	37	43	28	40	45	30	35	41	27
5 to 14 weeks	24	12	20	24	27	20	24	26	19	23	25	19
15 to 26 weeks	13	26	14	13	13	13	12	12	12	13	13	13
27 to 52 weeks	7	6	10	9	8	11	9	7	11	10	9	12
Over 52 weeks	18	14	26	17	10	27	15	9	28	19	12	29
Gainfully employed 3 years or more	64	71	50	56	63	48	65	72	51	60	68	51
Head of family	61	69	44	52	57	46	57	66	41	53	58	46
3 or more dependents	31	39	18	23	28	16	29	36	15	23	29	16
Unemployment insurance claimant	9	11	5	11	14	6	12	15	5	14	18	8
Public assistance recipient	12	12	12	12	9	16	8	6	10	12	9	16
Handicapped	12	16	5	10	14	5	10	12	4	8	12	4
Eligible for allowance	81	82	67	83	89	75	78	88	59	80	87	70

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[1] Counties with no city or town having 2,500 or more population were considered rural.

[2] Type of county of residence was not determined for 7 percent of the trainees of 1967 and for 10 percent in 1966.

(3) Less than 0.5 percent.

NOTE. Percents may not add to 100 due to rounding.

Table G–1. Selected Characteristics of Trainees 45 Years Old or Older Enrolled in Institutional Training Projects, by Sex and Years of School Completed, 1967 and 1966 [1]

Characteristics	Fiscal year 1967							Fiscal year 1966						
	Total	Sex		Years of school completed				Total	Sex		Years of school completed			
		Male	Female	8 and less	9–11	12	More than 12		Male	Female	8 and less	9–11	12	More than 12
Number reporting	19,400	9,400	10,000	6,400	5,200	5,800	2,000	19,500	10,000	9,500	5,900	5,300	6,300	2,000
Percent of Total														
Sex:														
Male	48	100	--------	68	47	35	28	51	100	--------	70	50	38	39
Female	52	--------	100	32	53	65	72	49	--------	100	30	50	62	61
Education:														
Less than 8th grade	16	24	9	50	--------	--------	--------	14	20	8	47	--------	--------	--------
8th grade	17	22	12	50	--------	--------	--------	16	21	11	53	--------	--------	--------
9th to 11th grade	27	26	27	--------	100	--------	--------	27	27	28	--------	100	--------	--------
12th grade	30	22	38	--------	--------	100	--------	33	24	41	--------	--------	100	--------
Over 12th grade	10	6	15	--------	--------	--------	100	10	8	13	--------	--------	--------	100
Color:														
White	75	72	78	64	72	85	89	76	74	79	64	75	86	87
Nonwhite	25	28	22	36	28	15	11	24	26	21	36	25	14	13
Labor force status:														
Unemployed	78	83	72	82	81	75	62	80	87	74	84	82	78	70
Family farmworker	2	4	(2)	5	1	1	(2)	2	4	(2)	5	1	1	1
Reentrant to labor force	7	1	12	2	4	8	26	7	1	13	3	5	9	20
Underemployed	14	12	16	11	14	16	12	11	8	13	8	12	12	9
Duration of unemployment:														
Less than 5 weeks	26	28	24	27	27	26	20	25	26	23	25	27	24	24
5 to 14 weeks	19	22	17	18	20	20	16	20	22	17	19	19	21	19
15 to 26 weeks	14	15	13	13	15	13	14	14	15	13	14	15	14	14
27 to 52 weeks	11	12	11	11	11	10	11	13	13	12	13	14	12	13
Over 52 weeks	30	24	36	30	27	31	39	28	23	34	30	25	28	30
Gainfully employed 3 years or more	92	98	87	94	93	91	89	94	99	90	96	95	93	93
Head of family	68	86	50	79	69	62	45	69	86	52	79	71	62	57
3 or more dependents	24	41	8	36	22	19	14	23	38	9	33	22	19	17
Unemployment insurance claimant	14	18	10	12	16	14	10	19	24	13	19	20	18	14
Public assistance recipient	12	16	9	22	11	7	3	12	14	10	20	12	7	4
Handicapped	18	28	9	22	19	15	11	16	24	8	19	17	13	14
Eligible for allowance	80	91	69	88	84	75	56	80	90	70	87	83	75	68

[1] Based on records received in fiscal years 1966 and 1967. [2] Less than 0.5 percent.

Table G–2. Labor Force Status of Trainees 45 Years Old and Older Who Completed Training in Fiscal Year 1966 and Posttraining and Pretraining Hourly Earnings of Employed, by Sex and Race [1]

	Total	Sex		Race [2]	
		Male	Female	White	Nonwhite
Number reporting	8,700	3,700	5,000	6,800	1,500
Percent of Total					
Labor force status:					
Employed	72	72	72	73	69
Unemployed	17	20	15	16	22
Not in the labor force	11	8	13	11	9
Percent of Employed					
Posttraining hourly earnings:					
Less than $1.50	27	19	33	24	39
$1.50 to $1.99	33	27	36	33	33
$2 or more	40	54	31	43	28
Hourly earnings before training:					
Less than $1.50	47	29	59	44	57
$1.50 to $1.99	24	23	25	25	22
$2 or more	29	48	15	31	21

[1] Based on records received for trainees who completed in fiscal year 1966.

[2] Race was not obtained for 400 trainees reporting their labor force status.

NOTE. Percents may not add to 100 due to rounding.

Table H–1. Selected Characteristics of Trainees Enrolled in MDTA Institutional Health Occupation Training Projects During Fiscal Years 1967 and 1966,[1] by Sex

Characteristics	Fiscal year 1967			Fiscal year 1966		
	Total	Male	Female	Total	Male	Female
Number reporting	14,700	800	13,900	19,600	1,200	18,400
Percent of Total						
Sex:						
Male	5	100	....	6	100	....
Female	95	....	100	94	....	100
Education:						
Less than 8th grade	3	3	3	2	4	2
8th grade	6	5	6	5	5	5
9th to 11th grade	31	32	31	29	28	29
12th grade	48	48	48	53	50	53
Over 12th grade	12	12	12	11	14	11
Age:						
Under 19 years	12	13	11	12	9	12
19 to 21 years	19	26	18	17	22	17
22 to 44 years	51	52	51	54	59	54
45 years and over	19	10	19	17	11	17
Color:						
White	65	67	64	66	65	66
Nonwhite	35	33	36	34	35	34
Labor Force Status:						
Unemployed	68	68	68	71	75	71
Family farmworker	(2)	(2)	(2)	(2)	(2)	(2)
Reentrant to labor force	11	5	11	11	2	12
Underemployed	21	27	21	17	22	17
Duration of unemployment:						
Less than 5 weeks	29	39	28	30	37	30
5 to 14 weeks	19	27	18	18	25	18
15 to 26 weeks	12	16	12	12	16	11
27 to 52 weeks	10	8	10	11	11	11
Over 52 weeks	30	10	32	29	12	30
Gainfully employed 3 years or more	55	62	55	58	71	57
Head of family	43	53	42	44	61	42
3 or more dependents	16	20	16	17	24	16
Unemployment insurance claimant	4	10	4	5	14	5
Public assistance recipient	13	8	13	12	6	12
Handicapped	4	14	3	3	10	2
Eligible for allowance	63	87	61	58	83	57

[1] Based on fiscal year 1966 and 1967 records received through October 1967.

[2] Less than 0.5 percent.

NOTE. Percents may not add to 100 due to rounding.

Table H–2. Selected Characteristics of a Sample of Trainees Enrolled in Institutional Health Occupation Training Projects, by State During Fiscal Year 1967 [1]

State	Number of trainees	Percent							
		Male	White	Head of family	Education		Age		Unemployed 15 weeks and over
					8 and under	12 and over	21 and under	45 and over	
U.S. total	14,700	5	65	43	9	61	30	19	53
Alabama	300	(2)	43	58	12	53	25	18	61
Alaska	(3)	---	---	---	---	---	---	---	---
Arizona	200	13	69	64	11	46	30	10	53
Arkansas	100	2	83	49	2	63	8	16	43
California	2,000	12	65	52	7	56	24	22	54
Colorado	200	5	85	61	6	46	36	15	40
Connecticut	(3)	---	---	---	---	---	---	---	---
Delaware	100	---	29	70	10	34	8	20	52
District of Columbia	100	11	39	41	---	99	7	23	40
Florida	400	3	33	52	9	46	40	28	3[illegible]
Georgia	400	3	58	43	5	66	26	19	51
Guam	(3)	---	---	---	---	---	---	---	---
Hawaii	(3)	---	---	---	---	---	---	---	---
Idaho	(3)	---	---	---	---	---	---	---	---
Illinois	1,400	6	50	44	8	55	31	14	58
Indiana	400	2	62	46	10	46	38	15	44
Iowa	100	2	94	42	10	74	39	11	32
Kansas	100	4	84	76	1	71	20	15	42
Kentucky	200	16	83	40	8	73	42	10	52
Louisiana	(3)	---	---	---	---	---	---	---	---
Maine	300	2	99	24	8	64	42	22	46
Maryland	700	3	56	34	9	61	29	20	64
Massachusetts	600	6	87	26	9	66	48	16	46
Michigan	1,000	4	58	52	4	66	35	12	51
Minnesota	300	5	96	20	4	85	31	26	59
Mississippi	300	1	39	57	30	40	27	17	59
Missouri	200	5	62	61	10	46	17	23	53
Montana	100	4	92	96	6	59	25	15	41
Nebraska	(3)	---	---	---	---	---	---	---	---
Nevada	(3)	---	---	---	---	---	---	---	---
New Hampshire	(3)	---	---	---	---	---	---	---	---
New Jersey	400	1	60	25	10	62	21	33	58
New Mexico	(3)	---	---	---	---	---	---	---	---
New York	900	7	77	43	8	68	34	16	40
North Carolina	200	3	69	25	9	69	44	12	31
North Dakota	(3)	---	---	---	---	---	---	---	---
Ohio	700	(2)	65	23	4	74	28	21	61
Oklahoma	200	2	39	45	17	38	1	42	81
Oregon	(3)	---	---	---	---	---	---	---	---
Pennsylvania	900	5	72	26	3	79	39	18	54
Puerto Rico	100	26	77	65	1	78	41	2	44
Rhode Island	100	1	94	17	6	8[illegible]	26	29	53
South Carolina	400	1	31	44	19	46	34	20	41
South Dakota	(3)	---	---	---	---	---	---	---	---
Tennessee	100	8	39	50	24	44	14	24	56
Texas	100	2	47	77	30	25	9	27	40
Utah	(3)	---	---	---	---	---	---	---	---
Vermont	100	3	100	37	12	60	58	31	41
Virginia	400	1	68	38	21	47	28	25	61
Virgin Islands	(3)	---	---	---	---	---	---	---	---
Washington	(3)	---	---	---	---	---	---	---	---
West Virginia	200	4	89	68	8	63	10	16	62
Wisconsin	100	---	81	30	12	61	29	28	78
Wyoming	(3)	---	---	---	---	---	---	---	---

[1] Based on records received in fiscal year 1967, as of October 1967.

[2] Less than 0.5 percent.

[3] Less than 50 records received.

NOTE. Detail does not add to total due to rounding and omissions.

Table H–3. Trainees Enrolled in Institutional Health Occupation Training Projects During Fiscal Year 1967, by Occupational Goal and Race

[In Percents]

Health occupation	Total	White	Nonwhite	Race not obtained
Reports processed	100	59	32	10
Percent of Total				
Professional, technical managerial	49	61	29	45
R.N. refresher	11	17	1	15
Medical technologist and lab assistant	3	3	(1)	3
LPN, therapist, and technician	35	41	27	27
Service—Nurse aide, orderly, hospital attendant	51	39	71	56

[1] Less than 0.5 percent. NOTE. Percents may not add to 100 due to rounding.

Table H–4. Labor Force Status, Posttraining and Pretraining Hourly Earnings Reported by Health Occupation "Graduates" During Fiscal Year 1966, by Sex and Race [1]

	Total	Male	Female	White	Nonwhite
Total reporting [2]	10,300	500	9,800	6,900	2,800
Percent of Total					
Labor force status:					
Employed	79	86	78	79	79
Unemployed	9	9	9	8	12
Withdrawn from labor force	12	6	13	14	9
Posttraining hourly earnings:					
Less than $1.50	36	21	37	29	53
$1.50 to $1.99	33	42	33	37	26
$2 or more	31	38	30	34	22
Pretraining hourly earnings:					
Less than $1.50	71	47	72	68	79
$1.50 to $1.99	19	31	19	21	16
$2 or more	10	22	9	12	5

[1] Based on records received for fiscal year 1966, as of July 1967.

[2] Race was unknown for 600 trainees who completed.

NOTE. Percents may not add to 100 due to rounding.

Table I–1. Selected Characteristics of "Disadvantaged" [1] Trainees Enrolled in Institutional Training Projects During Fiscal Year 1967, by Age and Sex [2]

Characteristics	Total	Sex		Age			
		Male	Female	Under 19	19–21	22–44	45 and over
Total reporting	60,900	34,300	26,600	9,300	12,300	27,500	11,800
Percent of Total							
Sex:							
Male	56	100	-----	61	54	58	53
Female	44	-----	100	39	46	42	47
Education:							
Less than 8th grade	12	15	7	7	5	12	20
8th grade	15	18	11	16	10	14	20
9th to 11th grade	56	56	57	69	67	58	33
12th grade	15	10	21	9	17	14	21
Over 12th grade	2	2	3	(3)	1	2	6
Age:							
Under 19 years	15	16	14	100	-----	-----	-----
19 to 21 years	20	19	21	-----	100	-----	-----
22 to 44 years	45	46	44	-----	-----	100	-----
45 years and older	19	18	21	-----	-----	-----	100
Color:							
White	37	40	32	28	22	32	69
Nonwhite	63	60	68	72	78	68	31
Labor force status:							
Unemployed	88	88	88	90	90	89	84
Family farmworker	1	2	(3)	1	1	1	2
Reentrant to labor force	2	1	2	3	1	1	3
Underemployed	9	9	10	7	8	9	11
Duration of unemployment:							
Less than 5 weeks	21	26	15	21	24	20	22
5 to 14 weeks	15	18	10	14	15	14	16
15 to 26 weeks	21	23	20	21	23	23	16
27 to 52 weeks	15	14	17	15	16	16	13
Over 52 weeks	27	19	38	29	22	27	34
Gainfully employed 3 years or more	59	66	51	6	20	80	93
Head of family	57	61	53	16	38	75	70
3 or more dependents	28	33	20	1	8	46	26
Unemployment insurance claimant	9	12	6	1	4	12	14
Public assistance recipient	18	14	23	11	12	24	14
Handicapped	18	25	9	11	14	20	22
Eligible for allowance	84	89	77	78	88	85	83

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[1] For purposes of this tabulation a trainee was considered "disadvantaged" if he had 2 or more characteristics deterrent to employability—less than a high school education, nonwhite, 45 years old or older, handicapped, long-term unemployed or member of a low-income farm family, public assistance recipient.

[2] Based on records received during fiscal year 1967, as of November 1967.

[3] Less than 0.5 percent.

NOTE. Percents may not add to 100 due to rounding.

Table I–2. Selected Characteristics of "Disadvantaged" [1] Trainees Enrolled in Institutional Training Projects During Fiscal Year 1967, by State and "Disadvantaged" Trainees as Percent of Total Enrollment [2]

State	Number of trainees	Percent of State enrollment	Percent						
			Male	Nonwhite	Less than 12 years schooling	Over 44 years old	Handicapped	Long-term unemployed or low-income farm family	Public assistance recipient
U.S. Total	60,900	46	56	63	83	19	18	58	18
Alabama	900	52	52	75	76	17	7	67	6
Alaska	100	53	54	74	79	20	18	56	17
Arizona	500	39	43	57	83	17	26	55	32
Arkansas	300	37	61	48	75	32	20	79	3
California	5,900	47	64	69	80	20	12	60	24
Colorado	300	32	44	29	89	23	17	69	22
Connecticut	1,100	56	46	74	88	17	24	44	26
Delaware	100	67	44	87	92	16	4	47	35
District of Columbia	700	53	61	97	80	13	10	46	6
Florida	1,800	50	39	72	79	15	15	53	16
Georgia	1,200	49	47	69	79	16	17	48	7
Guam	(3)	37							
Hawaii	200	57	49	87	57	17	37	64	19
Idaho	100	28	53	7	65	54	39	58	14
Illinois	4,100	53	40	80	85	17	11	56	24
Indiana	1,300	49	45	65	83	22	18	53	11
Iowa	500	34	73	22	83	15	60	56	16
Kansas	600	51	58	58	79	19	33	50	20
Kentucky	1,500	46	75	13	90	27	29	84	48
Louisiana	800	43	49	79	73	15	11	55	5
Maine	300	30	44	3	80	34	39	74	11
Maryland	1,000	53	40	64	87	12	9	52	17
Massachusetts	2,400	40	57	41	84	31	24	62	18
Michigan	2,900	45	50	74	80	19	12	59	24
Minnesota	900	33	68	21	88	23	50	64	18
Mississippi	1,400	61	71	82	92	25	12	48	18
Missouri	2,200	58	49	68	85	19	16	62	19
Montana	200	42	67	25	87	34	40	53	20
Nebraska	500	42	54	38	71	22	45	66	16
Nevada	200	42	41	52	69	30	20	71	24
New Hampshire	100	22	78	6	81	49	55	35	9
New Jersey	2,400	54	58	72	85	20	12	49	14
New Mexico	100	12	42	37	72	26	24	60	6
New York	6,400	51	59	76	89	13	13	49	18
North Carolina	1,000	50	71	74	83	22	21	46	3
North Dakota	200	29	67	10	80	26	50	61	21
Ohio	3,300	48	59	68	79	12	15	64	18
Oklahoma	900	53	56	52	81	30	23	66	14
Oregon	400	39	55	17	74	34	47	65	19
Pennsylvania	2,500	35	72	64	77	22	25	55	18
Puerto Rico	700	42	93	46	87	13	4	83	1
Rhode Island	300	33	69	33	88	19	46	52	25
South Carolina	900	54	46	75	81	19	11	53	1
South Dakota	100	29	58	29	73	23	30	74	20
Tennessee	1,200	44	58	60	86	20	17	57	10
Texas	2,200	42	57	59	87	23	19	46	7
Utah	200	32	44	16	87	24	18	75	23
Vermont	200	33	52	0	76	39	39	64	18
Virginia	800	37	47	48	80	26	10	65	2
Virgin Islands	(3)	32							
Washington	1,300	51	47	44	88	19	23	66	26
West Virginia	400	45	73	11	86	26	20	89	38
Wisconsin	1,100	41	62	58	81	16	28	57	19
Wyoming	(3)	17							

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[1] See footnote [1], table I–1.

[2] Based on records received during fiscal year 1967, as of November 1967.

[3] Percentages not computed, number less than 50.

NOTE. Detail may not add to total due to rounding.

Table I–3. Labor Force Status of the "Disadvantaged"[1] "Graduates" and Posttraining and Pretraining Hourly Earnings, Fiscal Year 1966, by Race and Sex[2]

	Total	Sex		Race[3]	
		Male	Female	White	Nonwhite
Total reporting	25,000	12,200	12,800	11,000	13,100
Percent of Total					
Labor force status:					
Employed	69	72	66	71	68
Unemployed	22	22	22	19	24
Not in the labor force	9	6	12	10	8
Posttraining hourly earnings:					
Less than $1.50	33	20	46	29	36
$1.50 to $1.99	32	28	35	31	32
$2 or more	35	52	20	40	32
Hourly earnings before training:					
Less than $1.50	58	42	74	49	65
$1.50 to $1.99	21	24	18	22	21
$2 or more	21	34	8	29	15

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[1] See footnote 1 table I-1.

[2] Based on records recorded for "disadvantaged" trainees following completion of MDTA training during fiscal year 1966, as of July 1967.

[3] Race was not obtained for 860 trainees reporting labor force status.

NOTE. Percents may not add to 100 due to rounding.

Table J–1. Selected Characteristics of Trainees Referred to Institutional Training Projects During Fiscal Year 1967 on an Individual Basis, by Age and Sex [1]

Characteristics	Total	Sex		Age			
		Male	Female	Under 19	19-21	22-44	45 and over
Total	2,500	1,200	1,300	500	500	1,200	300
Percent of Total							
Sex:							
Male	49	100	-----	46	52	51	42
Female	51	-----	100	54	48	49	58
Education:							
Less than 8th grade	1	2	1	(2)	1	2	2
8th grade	5	6	3	1	3	5	10
9th to 11th grade	24	23	24	14	23	27	25
12th grade	64	62	66	85	68	58	48
Over 12th grade	7	7	6	(2)	5	8	16
Age:							
Under 19 years	18	17	19	100	-----	-----	-----
19 to 21 years	21	22	20	-----	100	-----	-----
22 to 44 years	49	51	47	-----	-----	100	-----
45 years and over	12	10	14	-----	-----	-----	100
Color:							
White	83	85	80	84	74	83	92
Nonwhite	17	15	20	16	26	17	8
Labor force status:							
Unemployed	73	72	75	68	68	76	79
Family farmworker	(2)	(2)	0	(2)	(2)	(2)	(2)
Reentrant to labor force	7	4	9	10	12	3	6
Underemployed	20	24	16	22	20	21	15
Duration of unemployment:							
Less than 5 weeks	36	39	33	44	50	32	19
5 to 14 weeks	22	24	19	28	24	19	20
15 to 26 weeks	14	16	12	9	11	16	18
27 to 52 weeks	10	11	9	4	8	10	18
Over 52 weeks	19	11	27	15	7	23	26
Gainfully employed 3 years or more	60	70	50	13	25	83	94
Head of family	56	59	53	7	37	76	76
3 or more dependents	25	30	20	0	3	42	28
Unemployment insurance claimant	9	14	5	1	5	13	13
Public assistance recipient	12	5	18	6	6	17	7
Handicapped	15	24	6	4	11	18	23
Eligible for allowance	77	85	69	38	78	89	85

[1] Based on records as of June 1967. [2] Less than 0.5 percent. NOTE. Percents may not add to 100 due to rounding.

Table J–2. Labor Force Status of Trainees Referred to Institutional Training Projects on an Individual Basis Who Completed Training During Fiscal Year 1966 and Posttraining and Pretraining Hourly Earnings, by Sex and Race [1]

	Total	Sex		Race [2]	
		Male	Female	White	Nonwhite
Total reporting	1,500	1,000	500	1,300	100
Percent of Total					
Labor force status:					
Employed	80	81	78	80	78
Unemployed	13	14	13	13	13
Not in the labor force	7	5	9	7	9
Percent of Employed					
Posttraining hourly earnings:					
Less than $1.50	12	7	22	13	7
$1.50 to $1.99	31	19	52	30	32
$2 or more	57	74	26	57	61
Hourly earnings before training:					
Less than $1.50	41	23	76	40	46
$1.50 to $1.99	23	26	18	22	28
$2 or more	36	51	7	37	26

[1] Based on records received as of July 1967.

[2] Race was not obtained for 100 trainees reporting labor force status.

NOTE. Percents may not add to 100 due to rounding.

Table K–1. Selected Characteristics of Persons Enrolled in Institutional Training Projects During 1967 Who Were Public Assistance Recipients Prior To Entering Training, by Sex and Age [1]

Characteristics	Sex			Age			
	Total	Male	Female	Under 19	19–21	22–44	45 and over
Total reporting	15,500	6,500	9,000	1,500	2,300	9,900	1,800
Percent of Total							
Sex:							
Male	42	100	---	46	29	40	61
Female	58	---	100	54	71	60	39
Education:							
Less than 8th grade	14	22	7	6	5	13	31
8th grade	15	23	10	16	9	15	26
9th to 11th grade	44	39	47	59	57	42	24
12th grade	26	15	34	19	28	28	17
Over 12th grade	2	2	2	(2)	1	3	2
Age:							
Under 19 years	10	10	10	100	---	---	---
19 to 21 years	15	10	18	---	100	---	---
22 to 44 years	64	63	65	---	---	100	---
45 years and over	12	17	8	---	---	---	100
Color:							
White	50	63	40	42	40	50	67
Nonwhite	50	37	60	58	60	50	33
Labor force status:							
Unemployed	88	93	84	85	87	88	91
Family farmworker	(2)	1	(2)	0	0	0	1
Reentrant to labor force	4	1	7	4	3	5	4
Underemployed	8	6	10	11	10	8	5
Duration of unemployment:							
Less than 5 weeks	17	20	16	24	23	17	11
5 to 14 weeks	18	21	15	25	20	18	10
15 to 26 weeks	14	14	14	14	15	15	10
27 to 52 weeks	13	11	14	10	15	13	11
Over 52 weeks	38	34	41	27	26	38	58
Gainfully employed 3 years or more	64	78	53	5	16	78	93
Head of family	82	83	82	26	69	93	85
3 or more dependents	51	64	41	3	15	66	53
Unemployment insurance claimant	5	9	2	1	3	6	4
Handicapped	15	25	6	6	7	14	33
Eligible for allowance	12	10	14	23	12	11	8

[1] Based on records received as of October 1967. [2] Less than 0.5 percent. NOTE. Percents may not add to 100 due to rounding.

APPENDIX B

Report of Advisory Council on Vocational Education

A report on the progress of the Advisory Council on Vocational Education was required in section 233 of the Manpower Development and Training Act as amended in 1966. The Council completed its national evaluation in January 1968, and its report was submitted to the President. A brief summary of the Council's findings and recommendations follow.

Vocational education programs supported by Federal funds dramatically increased in fiscal years 1965 and 1966, the first years of operation under the Vocational Education Act of 1963. In 1966, 31 persons per 1,000 received such occupational training, compared with 21 persons per 1,000 in 1961. In 1967, nearly 7 million persons attended vocational classes, 50 percent more than in 1964.

Despite higher enrollments, the Council reported relatively few of the Nation's work force acquire their skills through public vocational education. Only one in four high school students are enrolled in vocational education, although five out of six do not subsequently attain four years of college attendance.

Although agriculture and home economics still account for large numbers of vocational enrollments, the growth in these programs has been small. The rate of growth has been most rapid in office, health, distributive, trades and industry, and technical occupations. Nevertheless, the numbers enrolled in fields where critical shortages exist, particularly the health and technical occupations, remain small and need to be substantially enlarged.

Federal funds for training those who cannot succeed in regular vocational education programs were first made available by the 1963 act. Enrollments increased from 26,000 in 1965 to 49,000 in 1966, when they accounted for one percent of total vocational enrollments. Obviously, these numbers represent only a small portion of persons with special needs who should be served.

From 1964 to 1966, Federal grants to the States for vocational education quadrupled, while State and local financing doubled. Matching of Federal funds by State and local agencies is still about three to one. Although the full promise of the 1963 act has not been realized in the 2 full years of operation studied by the Advisory Council, positive achievements cited in the Council's report include:

(1) the rapid establishment of area schools, (2) the initiation of research in vocational education, (3) successful work-study programs, (4) home economics education for gainful employment, (5) the integration of business education in vocational education, (6) the readjustment of time requirements for vocational programs, (7) the improvement in quality and quantity of vocational guidance, (8) the

start of an effective relationship with the Employment Service, (9) the establishment of a National Advisory Committee on Vocational Education, (10) more balanced representation on State boards of vocational education and State advisory committees, and (11) a considerable addition to the capacity of vocational education facilities.

The Advisory Council believes that the Federal Government achieves greater results per dollar spent through vocational education than through any other occupational preparation program. It is the unanimous conviction of the Council that no sounder investment than the one proposed could be made by the American people.

Recommendations of the Council included the following:

—A Department of Education and Manpower Development should be established at the Cabinet level.

—All Federal vocational education legislation should be combined in one act.

—To serve our expanding population, a great increase is required in the resources devoted to vocational education. To have achieved an enrollment level of 10,950,000 by this time, which the Vocational Education Act of 1963 contemplated, would have required an appropriation level of $1,565,000,000 a year. (The actual appropriation is about a quarter billion dollars this year.)

—A total of $300 million of the proposed appropriation should be devoted to training persons with special needs.

—$200 million should be spent on residential vocational schools for youths whose home environment precludes successful training and for youths who cannot commute to schools.

—The work-study program should be made permanent, and $250 million should be spent annually to help poor students finance the completion of their education.

—At least 25 percent of vocational education funds should be spent on postsecondary and adult programs.

—Research and innovation should be supported more strongly.

—The responsibility of vocational educators for the successful placement and follow up of their students into jobs should be affirmed.

—A Learning Corps should be established on a pilot basis to give disadvantaged youths, particularly innercity youths, the opportunity to live in selected homes in rural, small city, and suburban communities and to enroll in local vocational programs.

The Council's report is published by the Subcommittee on Education of the Committee on Labor and Public Welfare, U.S. Senate, in *Notes and Working Papers Concerning the Administration of Programs Authorized under Vocational Education Act of 1963, Public Law 88–210, as Amended.*

APPENDIX C

List of National Contracts, With Skills Taught, Number of States Where Training Is Done, and Number of Trainees, 1967

Name and address of contractor	Skill(s) taught	Number of States where training is done	Number of trainees
National coupled projects:			
RCA Service Co., Camden, N.J.	Television technician	12	1,152
Structural Clay Products Inst., Inc., Washington, D.C.	Preapprenticeship bricklayer	35 and District of Columbia	1,000
Goodwill Industries, Washington, D.C	Miscellaneous occupation	District of Columbia	386
Association of Rehabilitation Centers, Evanston, Ill.	Various health occupations	22 and District of Columbia	900
Marine Towing & Transportation Employees Association, New York, N.Y.	Marine deck officers and engineers	10	480
LTV Aerospace Corp., Dallas, Tex	Production machine operator	1	390
Royal Typewriter Co., Inc., Hartford, Conn	Typewriter service representative	4	150
United Brotherhood of Carpenters & Joiners of America, Washington, D.C.	Woodworking-carpentry	50 and District of Columbia	3,000
American Metal Stamping Association, Cleveland, Ohio.	Die setters inspectors, punch press operators.	12	1,200
LTV Aerospace Corp., Dallas, Tex	Aircraft manufacturing technician assembler.	1	225
Pennsylvania Railroad Co., Philadelphia, Pa	High-speed railroad passenger service	4	46
National Association of Home Builders, Washington, D.C.	Carpenter	17	1,000
Capitol Car Distributors, Inc., Lanham, Md	Auto mechanic	1	60
National Association of Dental Laboratories, Washington, D.C.	Dental lab technician	38 and District of Columbia	300
Remington Office Machines, Norwalk, Conn	Business machine serviceman	2	250
Import Motors, Chicago, Ill	Automobile mechanics	6	60
International Union of Operating Engineers, Washington, D.C.	Heavy-duty mechanic, Operating engineer, Technical engineer.	7 and District of Columbia	1,290
Structural Clay Products Inst., Washington, D.C	Bricklayers, plasterers-tilesetters, cement finishers.	2	245
United Auto Workers of America, Detroit, Mich	Automotive parts and supply industry	7	500
Laborers' International Union of North America, Washington, D.C.	Construction laborer	11 and District of Columbia	1,536
AFL-CIO Appalachian Council, Charleston, W. Va.	Varied	11	1,500
Operative Plasterers & Cement Masons International Association & Portland Cement Association, Chicago, Ill.	Plasterers and cement masons	37	1,502
Texas Instruments, Dallas, Tex	Machine operator, general	1	204
National Tool & Die, New York, N.Y	Various	26	1,400
National Office Machine Dealers Association, Park Ridge, Ill.	Office machine repair	35	300
LTV, Dallas, Tex	Machine setup operator	1	120
Experimental and demonstration projects:			
Opportunities Industrialization Center, Harrisburg, Pa.	Multioccupational	1	208
Opportunities Industrialization Center, Roanoke, Va.	do	1	280
	do	1	300
Opportunities Industrialization Center, Washington, D.C.	do	1	1,946
Opportunities Industrialization Center, Menlo Park, Calif.	do	1	1,549
Opportunities Industrialization Center, Erie, Pa	do	1	307
Opportunities Industrialization Center, Seattle, Wash.	do	1	1,232
Opportunities Industrialization Center, Little Rock, Ark.	do	1	430
Opportunities Industrialization Center, Oklahoma City, Okla.	do	1	335 (ext.) 665
Transportation Opportunity Center, Los Angeles, Calif.	Multioccupational, GSA—rental	1	2,000

List of National Contracts, With Skills Taught, Number of States Where Training Is Done, and Number of Trainees, 1967—Continued

Name and address of contractor	Skill(s) taught	Number of States where training is done	Number of trainees
Experimental and demonstration projects—Continued			
Training Resources for Youth, Brooklyn, N.Y.	Comprehensive education and multioccupational.	1	600
Project MACTAD, Mobile, Ala.	Multioccupational, educational	1	1,200
Project JET, Buffalo, N.Y.	Educational and multioccupational OJT	1	1,000
Prairie View A. & M. Project, Prairie View, Tex.	Comprehensive education, multioccupational.	1	200
Project PEACE Skill Center, Cleveland, Ohio	Prevocational basic education	1	200
Training and Technology Project, Oak Ridge, Tenn.	Multioccupation demonstration project	1	228
St. Mary's Dominican College, New Orleans, La.	Secretarial with speech improvement	1	90
Tuskegee Institute Project, Tuskegee Institute, Ala.	Multioccupational	1	125
Florida A. & M. University, Tallahassee, Fla.	do	1	188
Draper Correctional Center, Elmore, Ala.	do	1	125
Institutional projects, training:			
Nebraska Council of Private Vocational School, Lincoln, Nebr.	Individual referrals (miscellaneous)	1	15
Institute of Computer Technology, Inc., Washington, D.C.	Computer programer, Electronic computer operator.	1	210
Hospital Council of the National Capital Area, Inc., Washington, D.C.	Nurse refresher course	3	324
Building Service Employees International Union, Washington, D.C.	Custodian-janitor, handyman—Building	1	400
United Business Schools Association, Washington, D.C.	Pilot individual referral project	14	520

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